

**THE LEADERSHIP SKILLS OF EFFECTIVE DEAN AND SITE
DIRECTORS IN THE SCHOOL OF FIELD SUPPORT AT
THE DEFENSE LANGUAGE INSTITUTE FOREIGN
LANGUAGE CENTER (DLIFLC)**

Doctoral Dissertation Research

Submitted to the Graduate Faculty of
Argosy University, Phoenix
College of Education

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Educational Leadership

By

Minal Shakir Alshakarji

March 2015

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ABSTRACT

In any organization, part of the strategic plan is how it is prepared for a transition that would see the majority of their senior, middle, and supervisory level leaders retire within the next five to 10 years, and how work would be accomplished in the future. The Defense Language Institute Foreign Language Center (DLIFLC) is one of the organizations that recognize the need for leadership development programs through developing a cadre of leaders with the skills and knowledge necessary to lead change and improve the quality of foreign language education. The purpose of the study is to determine what leadership skills Senior Leaders (here, Dean, Associate Dean, and Regional Directors), Site Directors, and Faculty in the Directorate of Continuing Education at the DLIFLC perceived are needed to prescribe effective Field Support Dean and Site Director. The study finding can be used to inform the Command Group's current initiative to grow future leaders at the DLILFC. Therefore, the DLIFLC may be able to determine the types of training necessary to prepare effective leaders for the good of the organization's end goal of producing competent linguists. The study used qualitative method (interview) to answer the research questions. The interview structured based on some LTDs' situations and what leadership skills are needed to deal with such challenges/concerns with an option for the participants to present more situations or exclude suggested ones. The study results show that FS Site Directors need the following skills to be effective: diplomatic; diagnosis and planning; teacher leader; and servant leadership skills, while the FS Dean needs to have global awareness; inquiry and resourcefulness; facilitator, consultant, and trainer; and employment skills. Some recommendation such as use mixed methods was stated at the end of this study.

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DEDICATION

I dedicate my dissertation work to my family members and loved ones who contributed to bring my dream to reality. A special feeling of gratitude is preserved to my loving husband Haitham Abdullah for the many hours of proofreading and insightful feedback. I will always appreciate all what Haitham has done for being there for me throughout the entire doctorate program even when he was at TDYs. I also dedicate this dissertation to my great beloved parents, Shakir and Sadiya whose words of encouragement and pushing for tenacity still ring in my mind. I also dedicate this work to my two wonderful sons, Yezan and Yeman who have been my best fans. This work is also dedicated to my siblings: Hanan, Dr. Jenan, Dr. Mahasen, Fatema, and Mohammad and all my uncles and aunts especially my uncle Ali for their support and motivation, and everyone I met in my life that I missed to thank. Finally, I would like to dedicate this dissertation to my grandmother and uncle, Beebe Zakiya and Dr. Jafar. I wish that everyone could experience the love and inspiration that they showered me with every day of my life, may God bless their souls.

TABLE OF CONTENTS

	Page
LIST OF TABLES	x
LIST OF APPENDICES	Error! Bookmark not defined.
CHAPTER ONE: THE PROBLEM	Error! Bookmark not defined.
Statement of the Problem.....	7
Purpose of the Study	9
Research Questions	Error! Bookmark not defined.
Definition of Terms.....	10
Limitations	12
Delimitations	12
Significance of the Study	13
Overview	13
CHAPTER TWO: REVIEW OF THE LITERATURE	15
DLIFLC Field Support Dean and Site Director Position.....	15
Responsibilities and Role.....	15
Field Support Dean Position	16
Field Support Site Director Position	19
DLIFLC Faculty Development Opportunities	22
Instructor Certification Course	23
Instructor Recertification Course	23
Post Basic Instructor Certification Program	23
Leadership Theories.....	26
Leaders and Leadership	26
Stress and Leadership	28
Give Credit.....	29
Reflective Practice	30
Leadership at Educational Organization	30
Stress and Leadership	28
Give Credit.....	29
Instruction Leadership and Organizational Skills and Management	32
Educational Leader and Instructional Leadership.....	34
Effective Leadership	36
Spirituality.....	37
Current Leadership Theories.....	37
Transformational leadership theory	38
Servant leadership theory.....	40
Authentic leadership theory	41
Personnel performance theory	42
Instructional leadership theory.....	42
Durkheim's theory of knowledge.....	42
Teacher leadership (TL) model.....	43

Effective Communication and Learning Communities	43
Communication with Different Cultures	45
Effective and Ineffective Leadership Behaviors in Foreign Language Education	46
Leaders Role in Foreign Language Education	47
Reflective Leadership in Foreign Language Education	48
Teaching Theory	51
Principles of Teaching Practices	51
Learner-Centered Principles and Strategies	52
Using Technology in Enhancing Learner-Centered Approach	53
Teacher Leadership	54
Hybrid Teacher Leader	55
Teaching as Leadership	56
Teacher Leadership	56
Teaching as I was Taught	57
Teaching Practices and Evaluation	57
Teacher Efficacy	59
Improving Instructional Practices	62
Teaching Methodology in Foreign Language Education	66
Adult learners and Lifelong Learning	66
Summary	68
 CHAPTER THREE: METHODOLOGY	 69
Research Location and Design	69
Population	Error! Bookmark not defined.
Access and Permission	72
Instrumentation	72
Procedures	76
Methodological assumptions	78
Limitations	78
Delimitations	78
Data Analysis Method	79
Summary	80
 CHAPTER FOUR: RESULTS	 82
Interviewees' Diversity Description	83
Interview Themes	85
Question 1	86
Side director (SD) leadership skills.	86
Dean leadership skills	87
Question 2	88
Side director leadership skills.	88
Dean leadership skills	90
Question 3	91
Side director leadership skills.	91
Dean leadership skills	92
Question 4	92
Side director leadership skills.	92

Dean leadership skills	94
Question 5	95
Side director leadership skills	96
Dean leadership skills	97
Question 6	98
Summary	100

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS **Error! Bookmark not defined.**

Discussion of the Results as Related to Available Literature	101
Research Question One: Site Director Leadership Skills	101
Diplomatic skills	101
Diagnosis and planning skills	102
Teacher leader skills	102
Servant Leadership skills	104
Research Question Two: Dean Leadership Skills	105
Global awareness skills	105
Inquiry and resourcefulness skills	106
Facilitator, consultant, trainer skills	106
Employment skills	107
Conclusions and implication for Professional Practice	Error! Bookmark not defined.
Summary	110
Recommendations for Further Research	111

REFERENCES	112
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LIST OF TABLES

	Page
Table 1. Interviewees' Gender	84
Table 2. Interviewees' First Language.....	84
Table 3. Interviewees' Military Background	84
Table 4. Interviewees' Age Range.....	84
Table 5. Interviewees' Degree	84
Table 6. Interviewees' Years at the DLIFLC.....	84

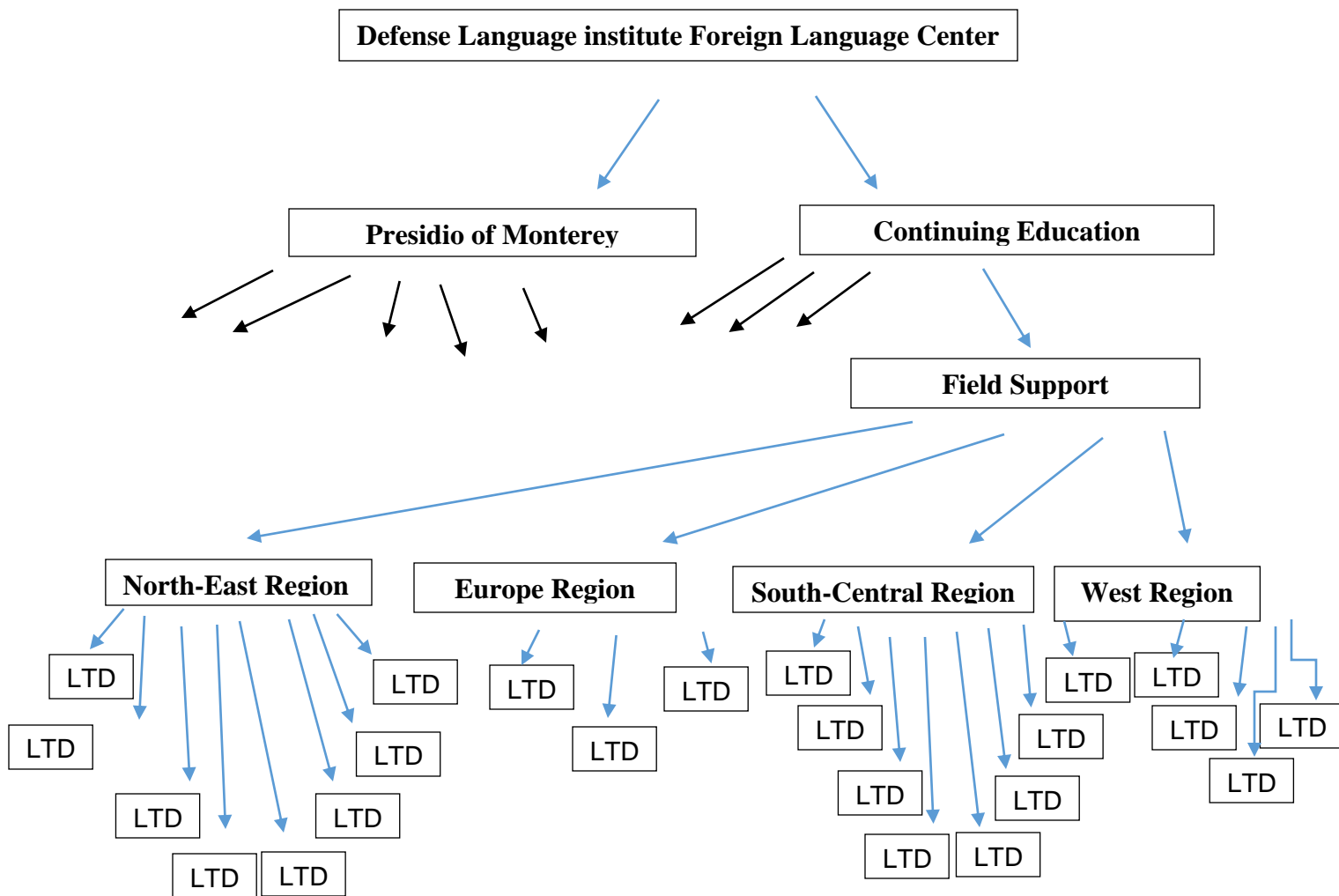
APPENDICES

	Page
Appendix A. Permission Letters	123
Appendix B. Consent Form	128
Appendix C. Letter to DLIFLC Which Have Requested Argosy Certification First	Error!
Bookmark not defined.	
Appendix D. Research Interview Questions	133

CHAPTER ONE: THE PROBLEM

The Defense Language Institute Foreign Language Center (DLIFLC) is regarded as one of the finest foreign language institutes in the United States and around the world (DLIFLC, n.d.). The institute teaches foreign languages to the active and service members of the United States military components, civilian personnel working for the federal government and law enforcement agencies, and foreign military students (DLIFLC, n.d.). The education levels of the students at the DLIFLC vary from high school to Master's degree holders. The DLIFLC instructors are mostly native speakers of the language they teach.

The DLIFLC has two different kinds of schools: resident and non-resident (Language Training Detachments (LTDs) are part of non-resident schools). At Presidio of Monterey, the institute provides resident instruction in a multitude of languages and courses of varying lengths of time depending on the difficulty. The DLIFLC has besides basic course, non-resident or post-basic instruction primarily takes place in the Continuing Education (CE) directorate which provides intermediate, advanced and refresher courses. The DLIFLC maintains Language Training Detachments (LTDs) at various sites throughout United States and Europe. The following diagram illustrates the DLIFLC structure.



The main difference between LTDs and the rest of DLIFLC programs is that LTDs operated by service/Agency installations and active duty or reserve component commanders (AR 350-20, 1987). LTDs include elementary training (acculturation and orientation) and refresher, maintenance, or enhancement training while other DLIFLC programs focus mainly on teaching basic languages and they are accomplished at DLIFLC (Army Regulation 350-20, 1987). LTDs are conducted to satisfy mission and/or job-related requirements and normally for achievement of elementary proficiency or enhancement of linguist proficiency. LTDs courses may be full- or part-time, on- or off-

duty, group- or self-study, mandatory or voluntary, and in-house or contracted (AR 350-20, 1987). At the LTDs, the contractual training should be approved by the service/agency program manager and by coordination with the DLIFLC. An LTD may consist of one or more subject matter experts from staff and faculty of DLIFLC who are especially trained to support and advise major DoD installations in all matters relating to language programs. The LTD are assigned to the field on permanent change of station orders without permanent change of assignment orders (AR 350-20, 1987). AR 350-20 (1987) revealed,

The members of the LTD are under the operational control of the commander requesting the LTD and maintain technical liaison directly with DLIFLC, as appropriate. The overall mission of a LTD is to provide operational stability and continuity in the establishment, management, and overall operation of large NRLPs. (p. 41)

The LTDs may be tasked and constituted to provide many task such as; (1) temporary language training at major overseas commands, (2) task/job analysts, and (3) course development project specialists.

The DLIFLC is a military school and it falls under a military chain of command. All programs at the DLIFLC have the goal of assuring full linguist mission readiness for Department of Defense (DoD) and other U.S. government personnel. To sustain and enhance the knowledge of the language for students in the field, DLIFLC established Mobile Training Teams (MTTs) and LTDs. Resident programs used to deploy MTTs for language instruction in different locations of professional linguists. Then DLIFLC established permanent LTDs at various locations around the world to bring language training to the students to support DoD language missions and minimize stress on the families and units of language professionals.

The DLIFLC, like any other institute of higher education, teaches adult students by utilizing contemporary methods and approaches of teaching foreign languages. Teaching standards and regulations at the DLIFLC are designed and evaluated by Army training and doctrine command (TRADOC). The teachers at the DLIFLC are native foreign language speakers who teach those languages; their language learning and teaching were shaped from the educational and cultural contexts of their countries (Bey, 2011). At the DLIFLC, each teacher before hiring must conduct Oral Proficiency Interview (OPI) and should score at least level S3 (speaking) at Interagency Language Roundtable (ILR). On the other hand, at other Institutes of Higher Educations, National Council for the Accreditation of Teaching Education (NCATE) required a foreign language teacher for specific languages such as French, German, and Spanish; “...achieve the Advanced-low rating on the American Council on the Teaching of Foreign Languages (ACTFL) OPI/Writing Proficiency Test (WPT).” (Pearson, Fonseca-Greber, & Foell, 2006, p. 507).

In the same vein, the LTD faculty at the DLIFLC programs are required to take Army Basic Instructor Course (ABIC). ABIC is a comprehensive core course to train instructors to deliver “battle-focused training in the total Army school system” and it is designed for traditional classroom setting (Camp Atterbury, 2013, p. 1). According to Nevada Army National Guard (2014) ABIC is a course consists of preparing, planning, and presenting Army education/training. It is a mandatory course and is 13 days long that cover various subjects related to teaching adult and military personnel such as adult learning theory, critical thinking, classroom management, revision of a lesson plan, and army training and education.

Globalization, the advancement of technology, constant uncertainty, and increasing regulation are contributing to a rapidly changing (Reynolds, 2012). This dynamic context of change suggests the urgent and crucial need for educational leaders who are adequately equipped and developed to lead in this new environment (Reynolds, 2012). American Council of Education (2007) revealed that in addition to economic, technological, and political forces of change, there is a growing public call for quality, transparency delivering value, accountability, efficiency, and effectiveness in education.

Many articles address the changing values in the workplace related to the Nexus generation (individuals born between 1961 and 1980) who are heading for early retirement (Kolla, 2005). Therefore, organizations need to address these changes (Kolla, 2005). Part of the strategic plan that any organization should have is how they are prepared for a transition that would see the majority of their senior, middle, and supervisory level leaders retire within the next five to ten years and how work would be accomplished in the future. That is why it is worth to look at DLIFLC's leadership need and especially its LTDs. The DLIFLC is one of the organizations that recognize the need for leadership development programs through developing a cadre of educational leaders with the skills and knowledge necessary to lead change and improve the quality of higher education.

The DLIFLC's Field Support (FS) division consists of a Dean, an Associate Dean, and four Regional Directors and are stationed in Continuing Education Directorate (CED) while their subordinate LTDs which are also known as satellite programs are stationed in different states. Thus, said leaders lead from distance unlike the Dean at other DLIFLC's programs. The four regional directors are Europe Region, West Region, South Region,

and North-East Region and each Regional Director leads a group of LTDs by their geographical region. The number of LTDs led by each Regional Director varies. As the Undergraduate Education UGE programs teach language at basic level, FS division has the mission to support non-linguist war fighters and general purpose force foreign language familiarization (DLIFLC, n.d.). The aim of this study was to describe leadership skills perceived by Field Support (FS) senior leadership, Field Support (FS) Site Director, and Faculty at the DLIFLC for effective Dean and Site Director Leadership. The results should portrait a defined insight on the development of future leaders who may begin the pathway towards becoming senior leaders.

Site Directors at the FS's LTDs are the immediate leaders of their LTDs who have to deal with numerous obstacles and challenges that are unique in nature than common ones existing in other programs at the DLIFLC. Therefore, leaders at the LTDs need unique leadership skills than their counterparts at other programs at the DLIFLC have. The focus of this study was on two leadership positions, the FS Dean (distance leader of the LTDs) and FS Site Directors (immediate leaders of the LTDs). Some of the obstacles and challenges were:

- 1- The faculty and staff at the LTDs usually miss many training and workshops that are provided to their counterparts at other DLIFLC programs in the Presidio of Monterey and Continuing Education.
- 2- Leaders at the LTDs have to deal with leaders of other stakeholders and their components such as to deal with LTD's host chief, or coordinate incorporating contract-instructors.

- 3- Faculty and staff at the LTDs sometimes have to work with limited resources at their offices and classes such as no classroom computer access, no internet access (military/commercial), no tablets or computers for students, etc.
- 4- Each LTD is different, some teach basic course, other enhancement/refresher course, or interpretation and translation. Teachers have sometimes no prepared teaching materials or enough materials to teach, while being distant from Curriculum Development and Test Development Divisions.
- 5- The LTDs miss many special motivational events that both faculty and students at other programs enjoy at the Presidio of Monterey and Continuing Education such as picnics, language day, etc.

Statement of the Problem

Many researchers reviewed leadership development programs in higher education and the common elements were team building, moral leadership, self-awareness, and communication but the attention was paid to learning theory not the leadership theories in these programs (Reynolds, 2012). Therefore, there was an absence of a foundation based on leadership theory besides learning theory. Further, many leaders, especially senior leaders today are member of the Baby Boomer generation (born between 1946 and 1964). In 2011, Bureau of Labor Statistic shows that more people 55 and older active in the workforce than any time in the past 30 years (Tappero, 2014). A study from Association of American Retired Persons (AARP) is showing that 76 million Boomers would be facing retirement and will take with them vast technical skills, honed specific abilities, and historical knowledge (Tappero, 2014).

Successful educational organization need to have plan for developing future leaders to achieve excellence as they motivate, supervise, inspire, and coordinate their faculty and staff. Educational leaders oversee curriculum development and implementation and guide their faculty in instructional strategies, developing skills, and monitor students well-being and learning. The leaders at the DLIFLC, as educational leaders, are very important variables in making teaching practices in term of attaining the objectives of any program (Ucar, 2012). Teaching training emphasis on lesson plans methods, approaches, definitions ideas, principles, difference skills, and preparation (Patil & Kamble, 2013). The quality dimension of teaching training cannot be completed without good teaching practices, and faculty need leaders support to apply those practices.

Sum (2010) revealed that true leaders should be capable to apply different awareness to manipulate others toward the achievement of goals such as philosophical, cultural, social, economics, psychological, ethical, political, organizational internal and external environment, and technological awareness. Boston school district created a program called teacher leadership program. The program provides participants with insight into challenges faced by teachers, resources needed, picture of the work on the ground, and impact of the role on students' colleagues and on career satisfaction (Berg, Bosch, Lessin-Joseph, & Souvanna, 2013). The program support course facilitators with skills and strategies for facilitation, supporting adult learning, stimulating professional learning, establishing a professional learning community, and building enriching professional connections.

The Language Site Directors at Hebrew Union College monitor the quality of the instruction through ongoing mentoring and coaching instructors, making logistical arrangements, meeting dates and time, organizing curricular activities, and budgeting (Grant, 2004). Grant (2004) identified three characteristics for Language Site Directors to approach their job, first, their passion and commitment to their students, which translate into a sense of how to best serve students. Second, emotionally attached to their students through great customer service, not just as an effective management tool but because they truly care. Third, they build learning community through language of stewardship rather than as visionary.

Purpose of the Study

The purpose of this study was to determine what leadership skills Senior Leaders (here, Dean, associate Dean, and Regional Directors), Site Directors, and Faculty in the Directorate of Continuing Education at the DLIFLC perceived were needed by effective Field Support Dean and Site Director. The study collected data about the perspectives of the three groups as applied to the Field Support Dean position and the Field Support Site Director position. Based on the study's results, the DLIFLC may be able to determine the types of training necessary to prepare better leaders for the good of the organization's end goal of producing competent linguists.

Leadership makes a difference in any educational organization. Most studies showed that leadership has direct and indirect effects on student outcome (Robinson, Lloyd, & Rowe, 2008), as it changes teacher's behavior (Louis, Dretzke, & Wahlstrom, 2010). Educational leaders' behaviors affect teacher-teacher relationship and as a result influence the professional learning community. Leaders' behaviors reflect their skills and

knowledge level they possess which affect directly their working environment. Lack of professional development for educational leaders is a concern in any organization (Smith, 2011).

Research Questions

The data gathered in this study was to answer two research questions:

- 1- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Dean?
- 2- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Site Director?

Definition of Terms

American Association on the Teaching of Foreign Languages (ACTFL) is a professional organization for foreign-language teaching improvement and expansion in the United States.

Army Basic Instructor Course (ABIC) previously called Instructor Training Course (ITC) is a comprehensive core course to train military and civilian instructors to deliver battle-focused training in the Army School System (TASS).

Association of American Retired Persons (AARP) is a nonprofit, nonpartisan membership organization for people age 50 and over, it dedicated to enhancing quality of life for all as we age to lead positive social change and deliver value to members as well as provides a wide range of unique benefits, special products, and services (AARP, n.d.).

Continuing Education (CE) is a directorate located near the Presidio at Ord Military Community in Seaside conducts intermediate, advance, and refresher courses.

CE is the home of Field Support (FS) and Special Program Division that provide pre-deployment cultural awareness and basic language training (DLIFLC, n.d.).

Defense Connect Online (DCO) is a website that the DLIFLC employees can use to attend live events.

Defense Language Institute Foreign Language Center (DLIFLC) is an institute that teaches foreign languages to the military components and civilians of federal and law enforcement agencies and accredited by the Western Association of Schools & Colleges (DLIFLC, n.d.).

Field Support is a division support non-linguist war fights and other general purpose force foreign language familiarization requirements through the Professional Military Education Support, Language Familiarization and Area Studies Team programs, and specialized Language Training Detachments (DLIFLC, n.d.).

Language Training Detachments (LTDs) are schools located at different military bases where the students to be trained.

Mobile Training Team (MTT) is designed to deliver language-training detachments in support of language learning programs to military schools and installations beyond the Monterey Peninsula.

National Council for the Accreditation of Teacher Education (NCATE) works to establish high quality teacher preparation through the process of professional accreditation of school, colleges, universities, and departments of education (NCATE, 2010-2014).

Oral Proficiency Interview (OPI) is a live conversation through the phone between certified ACTFL tester or testers and the candidate to measure how well a person speaks a language (LTI, n.d.).

Site Director (SD) is the leader of the DLIFLC instructors at the Language Training Detachment (LTD) Schools.

The United States Army Training and Doctrine Command (TRADOC) is a command of the US Army that operates various schools and centers at different locations and conduct courses for soldiers, other service personnel, international soldiers, and civilians.

Undergraduate Education (UGE) programs all teach basic foreign languages which take place at the Presidio of Monterey.

Writing Proficiency Test (WPT) is a standardized test for the global assessment of functional writing ability in a language to measure how well a person writes in a language according to criteria stated in the ACTFL proficiency guidelines-writing (LTI, n.d.).

Limitations

The limitation of this study that may affect its validity could be not having enough diverse participants in the research according to the distant and numerous locations. This research was limited to the DLIFLC only and specifically the Continuing Education Field Support programs. The accuracy of the data collected from the participants for this study could be biased for the attempts to hide some of leadership weaknesses or personal issues. The researcher works at one of the LTDs and that could affect study bias.

Delimitations

This study was only geared towards the Continuing Education Field Support programs and may not apply to all DLIFLC programs or all foreign language institutes.

Significance of the Study

The study findings can be used to inform the Command Group's current initiative to grow future leaders at the DLIFLC. The results of this research may apply to any other similar educational organization that have same unique environment as LTD programs of CE FS. The study can help Faculty Development Division at the DLIFLC to design and provide suitable training to the future leaders to be more effective LTD leaders.

CE FS's success is attributed to the support and effective leadership skills of their leaders. There is some essential skills that future leaders need to attain to achieve better outcome. Instead of hiring new leaders, it is better to train prospective leaders from the SDs and faculty and that will have less negative impact on teaching cadre, military cadre, and others besides saving organization money, time, and effort.

Moore (2011) explained that education and knowledge are a means to growth, and when leaders grow they expand their attitudes, considerations, and perspectives inner and outer of their lives. Leaders are expected to keep up with best practices and worldwide educational trends, solve problems, and involve all members with any change that may occur (Brady, 2012). School leaders must change their way in leading to support students to ensure that more of them are ready to accomplish their missions successfully, especially when it is a matter of life or death by making friends or enemy.

Overview

Rapidly changing in technology, economy, and political are required urgent need for future leaders who are adequately equipped and developed to lead in this new environment. Further, many leaders, especially senior leaders today, are member of the Baby Boomer generation (born between 1946 and 1964). In 2011, Bureau of Labor Statistic shows that more people 55 and older active in the workforce than any time in the past 30 years. This dissertation was to describe the types of training and preparations that help future leaders to be effective leaders based on the perception of CE FS senior leaders, site directors, and faculty. The study collected data about the perception of the three groups about effective leadership skills for the FS Dean and Site Directors, as each LTD has its unique obstacles and challenges that may not exist in other programs of the DLIFLC. Based on the study's results, the DLIFLC may be able to determine the types of training necessary to prepare better leaders for the good of the organization's end goal of producing competent linguists. The study findings can be used to inform the Command Group's current initiative to grow future leaders at the DLIFLC. The results of this research may apply to any other similar educational organization that have same unique environment as CE FS's LTD programs. The study can help Faculty Development Division at the DLIFLC to design and provide suitable training to the future leaders to be effective LTD leaders.

CHAPTER TWO: REVIEW OF THE LITERATURE

This research was to determine what leadership skills Senior Leaders (here, Dean, Associate Dean, and Regional Directors), Site Director, and Faculty in the Directorate of Continuing Education Field Support at the DLIFLC perceived were needed by the effective FS Dean and Site Director. In this study, both leadership theories and learning theory used in describing leadership skills. The study collected data about the perception of the three groups. The literature review for this study focused on four sections; first was about the positions of Field Support Dean and Site Director, second was professional development provided by DLIFLC. Third section was concentrates on leadership theories (the focus mostly on leading foreign language education) and forth was teaching theory at foreign language education, as part of educational leadership skills that is needed to evaluate teaching performance of their faculty.

DLIFLC Field Support Dean and Site Director Position

Responsibilities and Role

The Defense Language Institute Foreign Language Center (DLIFLC) provides foreign language training mainly to US service members at different levels and foci due to their mission's needs. Since linguist service members are everywhere in the US installations and overseas where the US military is present, and they need to maintain adequate level of their foreign languages as required by their units, the DLI needed to establish language training detachments (LTDs) at those installations to meet the US military units' requirements of language training. These LTDs required special accommodations to function effectively because of the unique nature of their work environment i.e. LTD's cadre are civilian faculty who refer to a civilian chain of

leadership yet they train military students who refer to their own military chain of command. In addition, when DLIFLC does not have instructors qualified in certain language, the institute will contract foreign language instructors through private companies.

The import of Field Support leadership roles/responsibilities comes into play in terms of dealing with multiple organizational elements besides their educational leadership aspect. To know the most about the Field Support Dean and Side Directors positions, below is the essential part of their jobs' description taken literally from USAJobs.GOV website:

Field Support Dean Position

Job title: Associate Professor (Dean)

Job summary: Civilian employees serve a vital role in supporting the Army mission. They provide the skills that are not readily available in the military, but crucial to support military operations. The Army integrates the talents and skills of its military and civilian members to form a Total Army.

About the position: The Field Support Division has the mission of supporting non-linguist war fighters and other General Purpose Force foreign language familiarization requirements through the Professional Military Education Support (ProMes) and Language Familiarization and Area Studies Team (LFAST) programs, as well as through specialized Language Training Detachments (LTDs) supporting irregular warfare/special operations units. Field Support Division also supports the specialized 09L Combat Interpreter/Translator Program. Continuing Education is also the home of the Field Support and Special Programs division, which provides pre-deployment basic

language and cultural awareness training to service members. Instructor Mobile Training Teams travel year-round to deliver from two days to four weeks of training, depending on the demands of the requesting unit. Additionally, DLIFLC instructors teach within the scope of the Professional Military Education System at military schools such as the the Command and General Staff College, the Air War College, and Naval Post Graduate School. Faculty and staff assigned to any area of the Continuing Education (CE) School are required to travel frequently to various location for unknown durations. Travel is a critical aspect of this job. These positions are in the excepted service. Employment in the excepted service does not confer competitive status for other jobs in the federal civil service. The position expiration date (not to exceed) may be extended based on workload and funding and not subject to the 4 year limit for competitive service. These positions may be converted to permanent (Tenure Status) without further competition at management's discretion.

Who may apply: U.S. Citizens

Travel required:

- 25% or Greater
- 25% or greater

Key requirements:

- Demonstrated Expertise in evaluation and foreign language education.
- PCS costs are not authorized.
- Must be able to read, write, and speak fluently in English.
- Ability to obtain and maintain a Top Secret clearance.

Duties: Serves as an Associate Professor in the Faculty Personnel System and as Dean of Field Support, a division, consisting of 25+ Language Training Detachments, spread across four regions, with 90+ assigned faculty and staff. Provides academic leadership and technical oversight, manages the design, development and implementation of established and emerging program/course curricula, materials and instructional resources in response to requirements from the field. Trains and supervises faculty and staff directly and through the Associate Dean and the Regional Directors. Sets priorities and establishes deadlines. Monitors employees' compliance with policy, procedures and directives. Represents DLIFLC at professional and other forums as directed.

Qualifications require:

- Master's degree with a major or minor in the following disciplines; Linguistics, Language Acquisitions, Organizational Leadership, Management; International Studies and four years of directly related work experience in the field and must have used that work experience to improve the program in which he/she has worked. In addition, a candidate must have work experience in at least two different areas within the field.
- As an alternative, must have comparable scholarship achievements directly related to the field, including other degrees; professional recognition.

Directly related work: Directly related work is planning and formulating long-range plans and strategy for providing foreign language training. Coordinating, supervising or implementing foreign language training and education program(s). Related work may also include providing training and education for assigned employees; developing and submitting budgetary proposals; experience with civilian personnel

management as part of a Department of Defense organization; equipment and property accountability; managing and directing development of foreign language programs for an organization; experience working as a military command language manager or military language instructor, providing advice and counsel regarding language program issues to the military chain-of-command; and providing translation of military mission/requirements into foreign language needs.

Language Evaluation: A language evaluation proficiency test will be given and it must be passed with the minimum English proficiency level 3 in speaking. Candidates with foreign language proficiency and teaching experience will have priority. Education requirements as stated above must be obtained from an accredited U.S. college or university. Accredited U.S. schools are those recognized by the Department of Education. For additional information, please go to the Office of Personnel Management (OPM) and the U.S. Department of Education websites. If education is obtained from a college or university outside the U.S., a credentials evaluation must be submitted.

Field Support Site Director Position

Job title: Assistant Professor (Language Site Director).

Job summary: Civilian employees serve a vital role in supporting the Army mission. They provide the skills that are not readily available in the military, but crucial to support military operations. The Army integrates the talents and skills of its military and civilian members to form a Total Army.

About the position: The Defense Language Institute Foreign Language Center (DLIFLC) offers foreign language instruction in more than two dozen languages on a schedule that extends throughout the year. Courses are taught six hours per day, five

days a week, with the exception of federal holidays and training holidays. Faculty work on teaching teams consisting of six members. A typical eight-hour day includes teaching four to six hours and other duties such as class preparation, adapting teaching materials, checking homework, administering and grading tests. The work scheduled is a 40-hour work week, Monday-Friday 7:45am to 4:45pm. The duration of courses range between 25 and 63 weeks, depending on the difficulty of the language.

Faculty and staff assigned to any area of the Continuing Education (CE) School are required to travel frequently to various locations for unknown durations. Travel is a critical aspect of this job. These positions are in the excepted service. Employment in the excepted service does not confer competitive status for other jobs in the federal service. The position expiration date (not to exceed date) may be extended based on workload and funding and not subject to the 4 year limit for competitive service.

Who may apply: U.S Citizens.

Key requirements: Ability to speak, read, and write in English fluently.

- Temporary Duty Travel (TDY) is 15% or more.
- Must be able to obtain and maintain a Secret clearance
- PCS (Permanent change of station) costs are not authorized.

Duties: Serves as a Language Detachment Site Director, in the Field Support Division, Continuing Education Directorate, Defense Language Institute Foreign Language Center (DLIFLC). Serves as the representative for DLIFLC and coordinates DLIFLC foreign language programs at locations around the world. Reports to the Dean, Field Support. Assists and coordinates to improve foreign language training and education for Department of Defense (DoD) personnel as part of the DoD Foreign

Language Training Program. Assists support DoD organizations properly scope the size and structure of current and future DLIFLC support needed for foreign language training. Oversees foreign language instruction content and instructional procedures. Assesses and analyzes effectiveness of DLIFLC instruction and faculty performance. Establishes standards for curriculum and lesson plan development. Assesses and provides an evaluation of all foreign language materials and software. Advises supported organizations on all matters related to foreign language acquisition. Represents DLIFLC at professional meetings and workshops when needed.

Qualifications required: Doctoral Degree in any discipline. OR

Master's degree with a major or minor in a Language (English excluded), Organizational Leadership, (Educational Leadership preferred), Instructional Technology, Foreign Language Interpretation, Translation, Teaching English As Foreign Language (TEFL) or Educational Curricula Development. OR

Master's degree in any discipline **and** one year of directly related work. OR

Bachelor's degree in any discipline **and** two years of directly related work.

Directly related work: Directly related work is planning and formulating long-range plans and strategy for providing foreign language training. Coordinating, supervising or implementing foreign language training and education program(s). Related work may also include providing training and education for assigned employees; developing and submitting budgetary proposals; experience with civilian personnel management as part of a Department of Defense organization; equipment and property accountability; managing and directing development of foreign language programs for an organization; experience working as a military command language

manager or military language instructor, providing advice and counsel regarding language program issues to the military chain-of-command; and providing translation of military mission/requirements into foreign language needs.

If selected, applicant must pass an English language proficiency test.

Language evaluation: The minimum English proficiency is a Level 3 in speaking. The proficiency levels are defined by the Interagency Language Roundtable (ILR) level descriptions and can be viewed at <http://www.govtilr.org>. Failure of any portion of the language tests will disqualify applicants for a period of 6 months. Applicants may re-apply after 6 months. Upon subsequent selection, retesting is allowed only once.

This position used to be under general system (GS) before US Army Training and Doctrine Command (TRADOC) imposed to have faculty personnel system (FPS) employees to occupy it. However, while all personnel of military background easily meet the requirement of secret clearance level and level three at English according to ILR, very few FPS personnel can meet those specific requirements because they are usually of foreign countries origins whose English is their second language and can hardly reach level three. In comparison, unlike FPS personnel, the GS personnel, as they are very competent at military field, lack adequate experience in leading foreign language programs.

DLIFLC Faculty Development Opportunities

Faculty Development Division at Language Science and Technology Directorate of the DLIFLC provides certification programs, academic development, educational leadership, educational technology, English for specific programs, foreign language

teacher education, team development, and non-resident program (DLIFLC, 2012). Two main certification programs are required by the DLIFLC, for all new faculties, the Instructor Certification Course (ICC), and Instructor Recertification Course (IRC).

Instructor Certification Course

The ICC is a four-week summative class observation and in school mentoring, and it provides an introduction to the DLIFLC mission and foreign language teaching (DLIFLC, 2012). The ICC “emphasizes DLIFLC’s approach of teaching for proficiency with a focus on skill integration and the Final Learning Objectives (FLOs)” (DLIFLC, 2012, p. 5). The course utilizes many teaching approaches for adult such as discussion, peer observation, mini-lectures, and practice teaching and it provides self-development by teaching in classes, being observed by faculty, creating lesson plans, receiving feedback, and practicing self-evaluation.

Instructor Recertification Course

The IRC is mandatory for all DLIFLC instructors who have been teaching for more than 5 years. The course participants discuss challenges and changes with colleagues from other schools, adapt curricula and textbooks to meet current DLIFLC Test proficiency needs, and update on best practices in foreign language teaching and new institutional needs (DLIFLC, 2012). The IRC consists of summative observation of classes teaching and course attendance.

Post Basic Instructor Certification Program

The DLIFLC has some workshops for Post Basic Instructor Certification Program such as Teaching at DLIFLC for externally hired Post-Basic Program instructors, Principles of Adult Learning for internally and externally hired instructors, and

Specialized Topics that are delivered via online formats, face-to-face, and hybrid. The faculty development division at the DLIFLC has also e-certification program that consists of three phases: technology orientation, distributed learning language pedagogy, and e-mentoring. The academic development courses can be conducted via face-to-face, online, and hybrid and they are semester-long, all courses are for Foreign Language Education (FLED) and they are instructional options, reflective teaching, academic counseling, and curriculum development for teacher. Educational leadership workshop is divided into three sections: workshops for (1) chairs and academic specialists, (2) team leaders, and (3) all faculty. The chairs and academic specialists' workshops are:

- (1) Designating, Delivering, and Evaluating
- (2) Presentation Skills
- (3) Managing Change and Fostering Excellence in Foreign Language Teaching
- (4) Second Language Acquisition and Teaching
- (5) Second Language Teacher Training and Development
- (6) Task-Based Instruction
- (7) Teacher Development through Action Research
- (8) Teacher Development through Classroom Observations
- (9) Understanding and Facilitating Group work

The workshops for team leaders are:

- (1) Effective Leadership for Team Leaders
- (2) Cultural Awareness for Team leaders
- (3) Organizational Skills for Team leaders

The workshop for all faculties is Professionalism and You: Enhancing leadership Potential at DLIFLC.

More workshops: In addition to all foreign language education and leadership, DLIFLC provides technology workshops, English for workplace, academic skills, and proficiency development (DLIFLC, 2012). The workplace trainings are on effective email communication, English pronunciation Enhancement for workplace communication, explaining grammar to instructors, language teaching terminology and practices, language tips for TAPES, and presentation polishing. Academic English skills workshops are: academic writing, English skills for academic purposes, and test of English as a foreign language (TOEFL) preparation. English proficiency development workshops consist of English proficiency development, public speaking, spoken English, and tailored English instruction for faculty and staff.

The DLIFLC has more than 50 workshops for foreign language teacher education focusing on academic counseling, activities for teaching the Final Learning Objectives (FLOs), error correction, classroom management, facilitating student-centered learning, cross-cultural communication, integrating language and culture, learning styles and strategies, motivating learner, and teaching grammar, vocabulary, listening, speaking, and reading. The team development workshops consist of team building, integration, and enhancing problem-solving capabilities. For non-resident programs, DLIFLC has workshops on designing a mentoring program, distance learning, strategies on effective feedback, meaningful tasks for one-student classroom, and strategies and styles in the foreign language classroom (DLIFLC, 2012). It is mandatory for the Faculty at the DLIFLC in the Training Language Detachment (LTD) schools attending Army Basic

Instructor Course (ABIC). This course is 21 days long and includes courses such as adult learning theory, critical thinking, classroom management, etc.

Leadership Theories

Leaders and Leadership

Leaders are individuals who are influential enough to make others following them willingly to achieve a common set of goals. They have a vision, analytical skills, decision-making ability, and dream and passion to pursue it. Leaders have virtues such as dedication, integrity, fairness, and open mind to others' ideas. Leaders play crucial role in directing their organization resources to the progress. The organization's future is secure by its leaders who have the ability to think, understand, act, foresee, and listen, leaders who dare the problems and challenges, and live to lead. People as well as leaders learn from their mistakes, therefore making mistakes by the leaders is acceptable, yet making same mistakes repeatedly is not.

Northouse (2009) defined leadership as a combination of individual skills, traits, behaviors, and abilities practiced within relationships with others to accomplish common goals. Some educators adapt their service and programs around a three-tiered structure focused on student knowledge, attitudes, and behaviors (Rosch & Anthony, 2012). U.S. Army Official Leadership Manual by Hesselbein and Shinseki (2004), Harvard Business School by Nohria and Khurana (2010), and Exploring Leadership by Komives, Lucas, and McMahon (2007) are programs of the emerging leaders' being, knowing, and doing. The question is, do the programs led by SDs at the LTD schools apply this philosophy of student knowledge, attitudes, and behaviors?

Some of the characteristics that distinguish leaders from the crowd are confidence, honesty, morality, competency, communication skills, team player, intelligence, discipline, courage, goal oriented, inspiring, broad minded, dedication, motivation, visionary outlook, humor, decision-making, consistency, listening, patience, and handling criticism. Leaders need to have the right perspective and give constructive feedback, and they possess the right spirit, delegate responsibilities, set goals, and create an enjoyable work atmosphere.

Kouzes and Posner (2010) revealed that foremost and first requisites for successful leaders across disparate section such as business, education, and government were the inner qualities such as credibility, character, integrity, and optimism. Friedman (2007) stated that the significant global economic, technological, and demographic shifts affect the practice of effective leadership today. Good leaders are the ones who live the journey of work and growth along with their team members and never leave them behind. They are always there providing motivation and support.

What matters for effective leaders is growth of each and every team member. Good and successful leaders possess and continue polishing essential traits of leadership such as balanced persona, team oriented, good listener, just and fair minded, role model not boss. They are confident of themselves and others, focused, great communicators, approachable, taking ownership and responsibility, able to generate respect and trust, devoted, and always sharpening their skills and updating their knowledge.

Leadership is a set of skills that potential leaders can develop, utilize, and hone to transform difficult tasks into spectacular successes. The quality in leadership is initiated by one person yet developed by many. Essential qualities that good leaders should

possess are a mature emotion, assertiveness, self-confidence, the capacity of working hard, and great relationships with others. Leaders need to think out of the box and able to express their ideas to others to convince them. Leadership, at the same time, involves what others think about the leader. Part of leadership qualities is leaders' disposition and how they handle themselves in any situation.

Contemporary leaders must understand the interrelatedness of organizations and systems and their complexities, recognize the difficulty of a sense of ethics and acting with integrity in ambiguous circumstances (Johnson, 2011), and know how to build relationships with and connect to diverse populations. Success in knowledge must be learned through study and cannot be gained through repetition or practice (Rosch & Anthony, 2012). People follow leaders who know what they are doing.

Key reason for leadership failure is when the leaders are not sure what to do when they are under pressure although they possess adequate knowledge and a requisite attitude (Rosch & Anthony, 2012). Katz (1955) described three skills that effective leadership needs to have: (1) interpersonal skill of building and making relationships and perspective taking, (2) conceptual skill of shaping strategic plan and policy, and (3) technical skill of hands-on ability at specialized tasks. Those skills should be carried out in any environment.

Stress and Leadership

Cognitive resource theory discerns that stress can be a factor that prevents intelligent leaders to be efficient. Leaders face different situations and stress levels and that may impair their ability to think effectively. The theory reveals that a Low IQ leader with more experience is better than intelligent leader with high stress. Leadership

involves a lot of emotional stress and that can affect leaders physically as well as mentally. Various situations can evolve leaders' stress and they will begin to question their ethics and abilities, and this where the leaders need to have the emotional stamina to deal with this kind of stress.

The main goal of educational leaders is to ensure that students learn as much as they can to be intelligent and successful adults. Leaders need to have a positive outlook and be optimistic to have pleasant personality. Leaders need to be connected to others and be approachable and friendly person to gain followers trust and make them depend on them for suggestions, advice, and solutions. Leaders must be open person and share their thoughts and views with others so they exchange ideas. Leaders need to believe in change, themselves, and people around them. Faith inside leaders builds certain level of confidence that teaches and makes them distinguish between right and wrong, what should be done and what should not. Confidence will help leaders to take chances to bring something new for better results. Leaders need to be committed to the job as their subordinates.

Give Credit

Leaders alone cannot achieve anything, it is always teamwork. Successful organization has a successful team led by an effective leader. Leaders need to give credit to the entire team for any successful project accomplished, and if criticism is essential, they need to make sure it is constructive and not demeaning. Criticism needs to be framed in a manner to make the receivers willing to make change in their work or attitude.

Reflective Practice

In the forthcoming era, the study shows that educational leaders, that can be a principal leader or a teacher leader, are mostly required rather than professional teachers (Luqman, Farhan, Shahzad, & Shaheen, 2012). Situational and skills levels factors are qualities that create a difference between leaders and followers. The concept of single leaders is not appropriate at 21st century era, as no one leadership style is panacea to all time and situation. Thus, there should be a distributive type of leadership style and good networking among the leaders as a teamwork that works on same goals by helping and supporting each other by their experience (Luqman et al., 2012).

One of the prime challenges of 21st century leaders is the globalization and migration of academicians, researches, and students that leads to emergence of new culture (Luqman et al., 2012). True leaders should be capable to apply different awareness to manipulate others toward the achievement of goals such as philosophical, cultural, social, economic, psychological, ethical, political, organizational internal and external environment, and technological awareness (Sum, 2010). Blending of Greenleaf's 'servant leader' and 'super leader' (one to work for developing several self-leaders) prepares a team of 'self-leaders' (one should be a self-leader first) as a means of achieving the objectives or goals of learning (Luqman et al., 2012).

Leadership at Educational Organization

Successful schools need to have strong leaders to achieve excellence, as they motivate, supervise, inspire, coordinate, and support instructors (Grant, 2004). Educational organization leaders oversee curriculum development and implementation and guide instructors in instructional strategies, developing skills, and monitor students'

well-being and learning (Grant, 2004). Effective leaders transfer educational organization into learning community as Sergiovanni (1992) wrote as a key to school improvement. Sergiovanni (1992) revealed that educational leaders rely on a combination of five sources of authority: psychological, professional, technical, bureaucratic, and moral. Professional and moral source of authority are those that separate good leaders from those most identified as excellent (Sergiovanni, 1992). As educational leaders support and sustain the learning process, they enhance and enrich their students' learning and education as well (Grant, 2004).

At Hebrew Union College, the site directors monitor the quality of the instruction through ongoing mentoring and coaching instructors, making logistical arrangements, meeting dates and time, organizing curricular activities, and budgeting (Grant, 2004). Grant (2004) identified three characteristics for site directors to approach their job. First, their passion and commitment to their students, which translates into a sense of how to best serve students (Grant, 2004). Second, emotionally attached to their students through great customer service, not just as effective management tool but because they truly care (Grant, 2004). Third, they build learning community through language of stewardship rather than as visionary (Grant, 2004).

Instructors are primarily responsible for creating a positive learning environment and site directors are to enhance the experiences of the students (Grant, 2004). Site directors at Hebrew Union College see their job as to serve their students by supporting the ideas and values that shape the culture and content of learning experience; thus, they work hard to protecting, developing, and nurturing the learning community (Grant, 2004). Site directors build relationships with students and faculty based on shared

commitment and mutual respect, therefore, motivation comes through a sense of service to something larger than themselves (Grant, 2004).

Site directors function as heads of their educational organization in all its roles; as conveyer of the organization vision, chief administrative officer, and dean of students (Grant, 2004). The success of any educational organization is supported and enriched by the services that the site directors perform (Grant, 2004). Any learning program needs an educational leadership that is embodied by the leaders who believe in what they do and care deeply for their students and the organization they serve (Grant, 2004).

Instruction Leadership and Organizational Skills and Management

Good educational leaders are good administrators and they are instructional leaders who provide pupils with the motivation to succeed and faculty and staff with a sense of mission and guidance (Spiro, 2013). Louis, Leithwood, Wahlstrom, and Anderson (2010) research looked at the student achievement impact by educational leadership, and proved that the most important influence of school-related on student learning is its leadership. For every student, educational leaders should set rigorous and appropriate goals and high standards (Porter, Murphy, Goldring, Elliott, Polikoff, & May, 2008). Effective educational leaders know how to shape the organization culture where vision can be achieved (Spiro, 2013).

The foundation of any successful educational institution is good instruction where leaders boost teaching through monitoring instruction in the classes to keep track of professional development needs for teachers (Spiro, 2013). Leaders can foster better instruction through encouraging collaboration among faculty members and learn from one another. Spreading leadership around educational organization is one of the most

important things leaders can do to improve student achievement (Spiro, 2013). Engaging in the instruction is not easy for any leader, yet, effective ones should manage to do so.

Leaders need organizational skills besides their leadership skills to ensure they are able to achieve any task efficiently. One of the main reasons of leaders to be effective is that they are good at prioritizing their tasks. With many tasks at a time, leaders need to plan their priorities through enlisting them all and go over each one and select the one that needs to be accomplished immediately. Prioritizing and assigning tasks are not all leaders job; they need to ensure that all members are accomplishing their tasks in an efficient manner. The leaders monitor their subordinates' performance through effective communication system through a daily, weekly, or a monthly plan according to the needs of the project to track the progress. The workplace needs to be organized through putting important documents in folders and less important ones can be removed from the workplace to the back-office to produce them when required.

Educational leaders can have a tremendous effect on students' learning through the teachers' hiring, assigning, retention, and improvement (Horng &Loeb, 2010). Day-to-day teaching and learning is at the heart of a good classroom instruction, however, the quality of teaching, in most situations, marginally can be affected by leaders involvement in classroom by observation or directly coaching teachers (Horng &Loeb, 2010). Instructional improvement through organizational management refers to staffing an institution with high-quality faculty and providing them with appropriate resources and support for successful classroom (Horng &Loeb, 2010). Effective leaders hire, retain, and support quality teachers while developing or even removing less effective ones. Strategic leaders should not have one-size-fits all approach.

A six-year study by the Wallace Foundation and a research by Stanford University revealed that educational leaders affect students learning primarily through their influence on teachers' working conditions and motivations. Therefore, leaders' influence on the knowledge and skills of the teachers has less effect on the learning of the students (Louis, Kenneth, Kyla, & Stephen, 2010). Educational organizations led by leaders with strong organizational management demonstrate growth in the achievement of the students (Horng & Loeb, 2010). One of the most important responsibilities of effective leaders is managing personnel. Effective school leaders are effective in supporting and hiring staff, maintaining positive learning and working environment, and allocating resources and budgets (Horng & Loeb, 2010).

Educational Leader and Instructional Leadership

The roles of educational leaders have changed to that of instructional leadership by ensuring academic achievement (Morris & Morris, 2013). Educational leaders must ensure each teacher has appropriate assignments, manageable workload, sufficient resources to teach, stable and orderly work environment, and leaders' support. School and program leaders are second only to teaching in their potential influence on student learning (University of Washington, 2012). Instructional leaders' work is to ensure the highest quality instruction for each student each day by improving the quality of teaching and student learning (University of Washington, 2012).

Instructional leadership is learning focused for both students and teachers which is measured by improvement in instruction and student learning quality (University of Washington, 2012). Educational Leaders look at all teachers as leaders too and apply the concepts of 'leader of leaders', therefore they must reside with them. For effective

instructional leadership and improvement of instructional practice, a culture of reflective and public practice is essential (University of Washington, 2012). Leaders address in the school community culture, learning diversity, socioeconomic, and logistics, they focus on the effective management of people and resources such as hiring, evaluating, recruiting, and developing.

Educational leaders are defined by Leithwood and Levin (2005) as the ones who influence teaching indirectly through the management of instruction and supervision of teachers. Boyd (1996) suggested that leaders who have dual roles in teaching and administration provide their teachers with insight into teaching and curricular issues and enhance their efficacy as instructional leaders. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) revealed that instructional leaders set school direction through communication and building a compelling vision, establishing shared goals, clarifying objectives and roles, setting high performance expectations, planning and organizing, and inspiring and motivating others.

Instructional leaders engage and provide opportunities to mentor others, reward and recognize individuals for their contributions, and model appropriate practices and value (Wallin & Newton, 2013). To improve learning, leaders must engage in building a collaborative culture through networking and consulting with others, structuring the institute to facilitate work, delegating leadership opportunities, connecting school into wider environment, monitoring student and courses progress, allocating resources, and managing conflict. The study of Wallin and Newton (2013) showed teacher leaders roles as both teachers and administrators increased their ability to provide instructional

leadership as one of the leaders mentioned that "...her daily contact with children enabled her to maintain a clear vision that focused on the needs of children" (p. 22).

Leaders can help students to develop individual values of honesty, good work ethics, confidence, and independence through leading by example. Leaders communicate vision by overtly alluding to the organization vision through staff meetings and discussions, establishing open lines of communication, using various strategies for informing others, and placing vision in organization settings and resources (Wallin & Newton, 2013). Shared goals development occurred through staff discussions initiation, open to new ideas, effective hiring processes, and tailoring professional development (Wallin & Newton, 2013).

Wallin & Newton (2013) see Leaders' role as a facilitative one, and they acknowledge the learning they gain from their teachers, students, community members, and administrators. Relationships, reciprocity, respect, and responsibility are not only prized but also necessary in ensuring organization thrives and it contributes to its community in important ways. Wallin & Newton (2013) revealed,

One of the most significant benefits of the teaching principalship is its effect on relationships with teachers and other members of the community. Teaching principals suggested that their roles as teachers in their schools allowed for more collegial dialogue with other teachers, enhanced credibility with staff members and fostered greater understanding of and empathy with teachers, students and the community. (p. 28)

Effective Leadership

The big and continuous challenges of leaders are dealing with current issues and leading school towards excellent performance and that require appropriate knowledge competency, interpersonal relation, communication skills, and leadership wisdom (Ahmad, Salleh, Awang, & Mohamad, 2013). Leaders need to be professional and take

appropriate action. Effective leaders are always in the organization surroundings, monitoring classes and giving feedback, and focusing on learning and teaching processes. The successful of any educational institute is the hands of its leader and whatever they offer in term of leadership determines the level of accomplishment and success of the school (Ahmad, Salleh, Awang, & Mohamad, 2013).

Knowledge and skills are the foundation of successful leaders. Leaders should possess sufficient knowledge in the vision, mission, processes, nature, strategies, niche, and desired outcome of the organization. It is a joint effort to improve academic achievement and students' performance. Therefore, cooperation and teamwork are vital and has to be practiced and applied every time in the organization.

Spirituality

Sheldrake (2007) defined spirituality as the deepest meanings and values by which individuals live, and this usually integral to the leaders value-orientation that affects how leaders interact with others. Spirituality determines how, why, and to what extent leaders influence the environment around them. Leaders need to incorporate personal values and spirituality into leading practice to allow their teachers and students to be authentic.

Current Leadership Theories

Current leadership theories are transformational leadership, servant leadership, and authentic leadership. In this section, more leadership theories and models discussed as well. Personnel performance theory, instructional leadership theory, Durkheim's theory of knowledge, and teacher leadership model will be discussed as well.

Transformational leadership theory. Burns's theory (1978) of transformational leadership analyzed the ability of the leaders to inspire their staff to a new level of energy, a moral purpose, and a commitment to a common vision. Burns (1978) distinguished between transforming leadership and transactional leadership, and Bass (1998) described the transformational leadership as mutual responsibilities of shared influence among both followers and leaders. The idea for this theory is to develop organization capacity to work collaboratively to overcome challenges and achieve ambitious goals (Robinson, Lloyd, & Rowe, 2008).

This theory is aimed to foster higher level of personal commitment and capacity development to educational organizational goals, thus teachers become more willing to internalize school goals as their own personal goals and have more confidence in their ability to attain the organization vision (Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2013). Dionne, Yammarino, Atwater, and Spangler (2004) expected that individual consideration, vision building, and intellectual stimulation would improve teamwork performance. Thereby, that encourages teachers to question their own assumptions, beliefs, and values and enhance teachers' ability to solve individual, group, and school problem (Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2013). Burns (1978) distinguished between transforming leadership and transactional leadership, and Bass (1998) described the transformational leadership as mutual responsibilities of shared influence among both followers and leaders.

The success of any organization strongly depends on the performance of its employees (Podsakoff, Whiting, Podsakoff, & Blume, 2009). Leaders play a vital role when it comes to severe wrongdoings in the organization as they are praised as visionary.

Transformational leadership is regarded as a leadership behavior that emphasizes and considers ethical standards (Schuh, Zhang, & Tian, 2013). It is unlikely that leaders engage in one type of behavior and their behavior repertoires go beyond one particular style to include additional behaviors (Bass & Steidlmeier, 1999).

Price (2003) revealed that the behaviors of transformational leaders are morally neutral and it depends on the intention of the leaders that these behaviors can be used for good or bad. Bass and Steidlmeier (1999) differentiated two types of transformational leaders: (1) pseudo-transformational, leaders seek to foster employees' dependence and enhance their status, and (2) authentic of transformational, leaders focus on the common good. Two behaviors that are strongly associated with transformational leadership (1) the articulation of a compelling vision and leading by example, and (2) charismatic model. These behaviors can be used to motivate followers toward collectively benefiting ends and can also foster the power and status of the leaders, where the gifts of inspiration, consideration, intellectual strength, and charisma can be abused for the leaders' self-interest (Price, 2013).

As the behaviors of the leaders seem to be equivocal with leaders' intentions, the subordinates have to focus on additional cues to understand the motive of their leaders (Price, 2013). In the leader-follower relationship, the attribution theory is particularly crucial, where "individuals experience a desire to make sense of other peoples' motives because understanding why someone acts in a certain way reduces uncertainty and allows predicting future events" (Price, 2013, p. 631). Same behavior can elicit positive reactions or negative, and that depends on the motives that underlie this behavior, thus, attributions of person's behaviors affect how people react and evaluate this person. The

finding of Price (2013) research shows that transformational leadership model overruns cultural borders, therefore, this model work effectively in multicultural environment such as DLIFLC and LTD schools in particular.

Servant leadership theory. Robert K. Greenleaf developed and identified new-old philosophy of servant leadership through his essay that he wrote in 1970 which revealed that (Drucker, 1996):

The servant-leader *is* servant first... It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions... The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (p. I)

In 1977, Robert Greenleaf published a book and titled it ‘Servant leadership: A journey into the nature of legitimate power and greatness’ and later published other books on the topic of servant-leadership. The foundation of servant leadership theory is about leaders’ responsibility towards society and those who are following them. Leaders lead the people to help them reach a defined goal. The leaders should serve others to help them achieve and improve.

Servant leaders have ten principles that divide into three sections: relationship-building actions, future-oriented actions, and Community-oriented actions (Silvers, 2011). The relationship-building actions originate from listening, healing, empathy, and awareness (Silvers, 2011). The future-oriented actions originate from persuasion, conceptualization, and foresight (Silvers, 2011) while community-oriented actions base on stewardship, commitment to growth, and building community (Silvers, 2011).

Servant leaders believe themselves first among equals, use power honestly, and understand the importance of day-to-day details (UERMMMC, 2009). Servant leaders listen to and care for their constituents, help people get what they want, inspire others to service, and adapt to fit the situation (UERMMMC, 2009). Servant leadership theory can fit in any field and can apply to many leadership styles such as participative and situational style.

Authentic leadership theory. Avolio, Gardner, Walumbwa, Luthans, and May (2004, p. 801) described authentic leaders as “They know who they are, what they believe and value and they act upon those values and beliefs while transparently interacting with others”. Luthans and Avolio (2003) described authentic leaders as being optimistic, confident, resilient, hopeful, moral/ethical, transparent, interested in follower development, and future oriented. Studies associated authentic leaders with positive teacher responses (Branson, 2007). Strong authentic leadership can be developed through understanding the power of self-regulation and self-awareness, emphasizing the relational dynamics among followers and leaders, reflecting on career or life trigger events, recognizing moral dilemmas in the workplace, examining one’s own life story, and doing reflected best-self exercises (Bird, Wang, Watson, and Murray, 2012).

Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008) measured authentic leadership style based on: (1) self-awareness, (2) relational transparency, (3) balanced processing, and (4) internalized moral reasoning. Authentic leadership drives follower commitment, performance, and behaviors that indicate whether individuals remain to themselves (Leroy, Palanski, & Simons, 2011). Followers, in authentic leadership, will

know, value, and understand their leaders' personal identification (e.g., wants, desires, and needs) and their role (Leroy, Palanski, & Simons, 2011).

Personnel performance theory. Rowan (1996) created Employee performance general model that assumes that variations in personnel performance are function of personnel capacities and motivations, organizational setting characteristics, and external political and social environment. Another similar framework developed by Leithwood, Jantzi, and Mascall (2002) suggests that variations in the success of large-scale reform can be explained through the influence on teachers' motivations and their work settings that facilitate the change in school and classroom practices (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011). This model can be used on LTD teachers learning and motivation that the DTTL needs to improve teaching practices.

Instructional leadership theory. Bossert, Dwyer, Rowan, and Lee (1982) reported that instructional leadership theory by Edmonds (1979) had a strong instructional leadership in addition to a free of disruption learning climate, a clear teaching objectives system, and high expectations of teacher for students. The recent review of the impact of instructional leadership on student achievement showed that educational leader indirectly contributes toward student learning (Hallinger, 2005).

Durkheim's theory of knowledge. In Durkheim's theory, the leaders in educational organization need to be aware about their preconceptions and typifications that influence their roles, where actions are grounded in subjectivity. Leader need to understand the laws of social reality (McGinn, 2005). According to this theory, educational leader need to understand their preconceptions and others' perceptions of

reality that affect their leadership role (McGinn, 2005). Therefore, leader understanding can contribute to the effectiveness of leaders' exercise of social acumen (McGinn, 2005).

Teacher leadership (TL) model. Last theoretical framework that used in this study is teacher leadership model. This model includes three major elements to provide a format for analyzing issues in leadership as apply to teachers and instructional leadership: (1) potential or informal leadership, (2) conflict or problem issues, and (3) articulation and empowerment of solution (Strodl, 1992). Both teacher and leader exercise formal and informal leadership, some kind of conflict is necessary for the emergence of effective leadership, and individual should have common issues that need resolution (Strodl, 1992). The implication of this model is to develop relationship among teachers to encourage participation in activities such as shared decision-making and to contribute toward the professionalization of career teachers (Strodl, 1992).

Effective Communication and Learning Communities

Leaders can accomplish a lot more if they are able to form connection with people, through their gestures and whom they communicate and present themselves to. Great leaders possess great quality of connecting with others through body language, eye contact, word selection, and convey feeling. Effective Leaders are the ones who make others feel special and inspire them to work with them to accomplish the organization's goals.

Effective educational leaders must have knowledge and skills in educational leadership and policy related to student achievement and able to articulate information precisely and clearly about educational institution (Hilliard & Newsome, 2013). Education leaders have the task to supervise institution general conduct, instructional

curriculum, handle management affairs, hire and dismiss personnel through human resources management office (Hilliard & Newsome, 2013). To improve teaching instruction skills, leaders should seek ways to encourage learning communities' practices for the purpose of working together (Hilliard & Newsome, 2013).

Leaders should demonstrate high skills and knowledge in leadership, teaching and learning, management, and technology that promotes pupil's achievement (Hilliard & Newsome, 2013). The strategic plan of education leader should be written in clear language that is understandable by all stakeholders and should be reviewed annually to check if the goals were met, if not, why not (Hilliard & Newsome, 2013). Leaders should hold themselves and other team members accountable to promote student achievement setting high standards and using proven research-based practices (Hilliard & Newsome, 2013). Key responsibilities that leaders have clearly articulate core values, mission, vision, goals, policies, laws, and expectations.

Each leader should have SWOT (strengths, weaknesses, opportunities, and threats) before composing a strategic plan, and decision-making should be driven from the gathered information (Hilliard & Newsome, 2013). Teachers' representation should be on the strategic plan as they are the closest to the instructional delivery to pupils (Hilliard & Newsome, 2013). It is essential for each leader to have a smart strategic plan where they address the direction in which their plans to take the educational organization. The strategic planning guidelines must be measurable, realistic, acceptable, specific, extending, evaluative and accountable by all stakeholders, rewarding, and time-sensitive (Hilliard & Newsome, 2013).

Leadership capacity is based on the effective communication to all stakeholders in a clear and precise manner, and team members under their leadership are great communicators as well. Leaders must intentionally create and maintain a culture of effective communication. Leaders should be able to share a clear vision with all stakeholder parties and demonstrate being excellent communicators, instructional leaders, effective managers, show flexibility when appropriate, and not afraid to take risk for the benefit of their organizations (Hilliard & Newsome, 2013).

Communication with Different Cultures

The conflicts among people erupt because of the differences in culture, nations, and groups who think, feel, and act differently (Moore, 2011). Individuals have different learned behaviors, cultural implications, and attitudes; therefore, a common ground is needed for cooperation to discover solutions. The patterns of feeling, acting, and thinking that the persons learned early in life influence their careers choice including their attitudes and behaviors at work, and these patterns enhance the establishment of the set of attitude, personality characteristics, and behaviors.

Traditions, beliefs, values, and customs are only a few variables that influence communication among and across cultures (Moore, 2011). Understanding the differences is imperative for all leaders to know the motives of their subordinates and how and why they think, act, and feel to achieve effective solutions (Moore, 2011). Cultural differences awareness is “the foundation on which education and action must be built.” (Moore, 2011, p. 37). Studies showed that culture is not innate, it is learned, and it is created from the environment and not a person’s genes, thereby, leaders have to embrace the opportunity to learn the cultures of their employees.

Effective and Ineffective Leadership Behaviors in Foreign Language Education

Kouzes and Posner (2007) discussed five practices and ten commitments that leaders need to apply to get extraordinary things done in any organization. The five practices are (1) model the way, (2) inspire a shared vision, (3) challenge the process, (4) enable others to act, and (5) encourage the heart. Leaders themselves cannot do the extraordinary things individually, as a successful mission can only be done through the effort of the team and this what Kouzes and Posner emphasized too.

Grant (2010) utilized 67 Iraqi leaders from the DLIFLC to identify the behaviors that inhibit and contribute to effective leadership. Grant (2010) used six leadership dimensions: (1) charismatic/value-based, (2) team-oriented, (3) humane-oriented, (4) autonomous, (5) participative, and (6) self-protective. The results of the studies showed that the first four leadership dimensions were closer to the scores of the Anglo cluster and the last two were closer to the scores of the Middle Eastern cluster (Grant, 2010). The participants of Grant (2010) research consider behaviors from charismatic and team-oriented dimensions to be the most effective and they responded positively to humane-oriented and participative behaviors. Grant (2010) revealed that leaders who work with culturally diverse groups such as DLIFLC environment (both resident and nonresident schools) needed to know and learn about their employees' values and norms. The selection of participants of Grant (2010) applied to the leaders in resident schools at the DLIFLC and that may not be applicable to the nonresident schools and the SD leaders at the LTD schools.

Leaders must have theory of action that maps out the elements of program process that identifies program environment and system; what is within leaders' control, and what

is not under leaders' control and need to occur. Thomas, Herring, Redmond, and Smaldino (2013) identified three key leadership functions: (1) establish a vision to set direction, (2) develop faculty members to accomplish that vision, and (3) support members' work toward the vision. Leaders need to encourage their teachers to rethink, change, unlearn, revise, relearn, and adapt.

Leaders Role in Foreign Language Education

Educational leaders have direct impact on the culture, process, and direction of teaching and learning (Correa & Wagner, 2011). Educational leaders must create and develop an atmosphere of trust among stakeholders in the school especially novice teachers. Several studies suggested that leaders who are effective in supporting novice teachers elevate a positive climate, actively supported induction, and serve as instructional leaders. Foremost, leaders are responsible for creating climates that foster collaboration among all stakeholders (Correa & Wagner, 2011).

Typically, leaders are in charge of managing everyday operations with the success or failure falling on their shoulders (Cherian & Daniel, 2008). Leaders have very challenging roles such as hiring and firing personnel, often disciplining students, and supervising faculty and staff. Effective leaders realize they need input from other stakeholders such as students, teachers, and staff, leaders cannot work in isolation, at the same time, using distributed leadership approach can empower faculty and staff to working collaboratively to build positive conditions, and to share in the decision-making process (Correa & Wagner, 2011).

Leaders need to create cultivating collaboration with teachers, students, and others as they responsible for the organization climate and culture. Leaders must encourage and

support collegial relationships between veteran and beginning teacher to create an atmosphere of shared responsibility for the integral part of learning community. Studies showed that staff and faculty are more likely to stay in the education field until retirement if there is a highly positive climate.

Reflective Leadership in Foreign Language Education

Goker (2012, p. 1355) revealed, "...leadership takes place in the context of relationships, and quality relationships are crucial to good outcomes". Students' opportunities to learn reside in the interactions of teachers, content, and students. Learning depends on how teachers design communicative tasks, how they engage students in these tasks, how they implement curriculum, how students approach other students, and how they learn.

Leaders create a learning atmosphere and they need to support teachers and students learning. Leaders, teachers, and students develop and change from their experience and others' theories and from individual practice and reflection and that referred by Goker (2012) as change from outside in and inside out. Scholars addressed the concepts of life-long learning, autonomous learning, reflective teaching, and independent thinking. Autonomous learning and reflective teaching of the previous concepts list are most influential in teaching foreign language.

Post method era led to focus on the process of learning and teaching rather than one certain teaching method, where teachers develop and explore their own practice through reflective teaching (Goker, 2012). The students also had their own responsibilities in selecting their learning method, evaluating their learning process, and planning their learning tasks (Goker, 2012). To create effective learning community,

leaders should be responsible for common understanding about all initiatives, activities, and shared purpose and goals (Goker, 2012).

Rather than utilizing an external model for teaching and learning, teacher reflection and research could lead to teaching and learning model from the inside. Teachers and leaders act as models or mentors to reinforce the core mission and values of the organization and students act respectively (Goker, 2012). Teaching language curricula should be pioneer of innovation and change since each language program has its own goal and needs unlike other subject areas such as math or science.

Foreign language curriculum can be regarded as “a network of interacting systems” as named by Goker (2012, p. 1357), where effective leadership is required to engage in collective learning processes to adapt materials, design learning activities, and diagnose problems. For powerful connection between learning and leading, some principles were established to create a learning community. The central goal of leadership is efficient student learning, all personnel are empowered to lead and contribute to strategies that focus on learning, and community learning built with shared vision and goals with focus on communicative competence. The essential methodology used reflective teaching, recruiting quality teachers, teacher to reinforce and convey high expectation, and students are encouraged to use their critical thinking skills and problem solving with activities and communicative tasks, monitoring the progress of learning and classes with well-established mechanism, and students to be responsible for their own learning.

With each new expectation, the role of leaders, teachers, and students should be changed. Royal and Rossi (1997) revealed that leaders function as ‘communities’ that have the following elements:

- a. they have open communication with staff
- b. encourage all members to take part in all activities
- c. All members share the school vision
- d. Working on growing the respect and confidence of all staff members.

School atmosphere is like greenhouse, where one can have best plants but with unsuitable weather they most likely to have a drought (Iordanides & Vryoni, 2013).

Irving and Longtham (2007) stated that leaders who seek team effectiveness need to understand the six essential servant leadership themes which are:

- 1- providing accountability
- 2- supporting and resourcing
- 3- engaging in honest self-evaluation
- 4- fostering collaboration
- 5- communicating with clarity
- 6- valuing and appreciating

The most effective leadership is when it resides with learners (Russell, 2012). Russell (2012) found that above all other leadership theories the servant leadership practice improved learning community.

The role of the teachers and educational leaders need to be changed to embed school improvement throughout the school culture (Akert & Martin, 2012). It is important for the leaders to understand what is happening in the school environment and

what motivates each person (Akert & Martin, 2012). Successful and sustainable school improvement requires leaders to foster leadership capacity within the teachers (Akert & Martin, 2012). Angell and DeHart (2011) revealed, “School leaders must understand that teachers may have the desire to lead and may have the skills to lead but administrators, in the understanding of leadership beyond the classroom, must provide the opportunities for these teachers to lead (p.156).

Teaching Theory

Principles of Teaching Practices

Teaching practices reflect the methodology used for imparting learning. Educational leaders and instructors are responsible for the learning experience, and they are important variables that determine the quality of teaching practices. Teaching practices, that are carried out by both educational leaders and instructors are very important variables in term of attaining the objectives of any program (Ucar, 2012). Ucar (2012) revealed that teaching practices could not reach their aim at different regions of Turkey due to problems caused by various factors such as “Theoretical knowledge, the time and the duration of the practice, scheduling and practice, effective factors, laws and regulations, communication, quantity related, and practical problems” (Ucar, 2012, p. 2654).

Teaching training gives more importance to methods, approaches, ideas definitions, principles, difference of skills, and preparation of lesson plans (Patil, & Kamble, 3013). The quality dimension of teaching training cannot be completed without good teaching practices, and instructors need educational leaders’ support to apply those practices. Chickering and Gamson (1999) identified seven principles of good teaching

practices which are (1) encourage interaction between faculty and students, (2) encourage interaction and collaboration among students, (3) use active learning techniques, (4) give prompt feedback, (5) emphasize time on task, (6) communicate high expectations, and (7) respect diversity – talents, experience, and ways of learning.

Learner-Centered Principles and Strategies

Learner-centered strategies use prior knowledge, demographics of educational organization, diversity, and interest besides to the presentation methods (McDonough, 2012). The principles of learner-centered are aligned to the characteristics, beliefs, dispositions, and practices that are created by the instructors, and they include learners in decisions regarding what and how they will learn and be assessed (McDonough, 2012). According to these principles each learner's unique backgrounds, abilities, interests, and experiences are respected, valued, and accommodated, at the same time, each learner is treated as a partner in teaching and learning process (McDonough, 2012).

Learner centered is the perspective that couples a focus on individual learners—their heredity, experience, perspectives, backgrounds, talents, interests, capacities, and needs—with a focus on learning—the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners. This dual focus then forms and drives educational decision making. Learner centered is a reflection in practice of the Learner-Centered Psychological Principles—in the programs, practices, policies, and people that support learning for all. (p. 31)

There are 14 learner-centered principles classified into four factors (McDonough, 2012):

- (a) Cognitive and metacognitive,
- (b) Motivational and effective,
- (c) Social and development, and

(d) Individual difference.

Using Technology in Enhancing Learner-Centered Approach

The relationship between learner-centered approach and utilizing educational technologies by teacher and student is controversial matter. Some researchers suggested relationship between the two variables (Ertmer, 2005; Matzen & Edmunds, 2007) and others did not find a significant relationship between them (Judson, 2006; Qasem, 2010). The technology-integrated methods used by the teacher in teaching foreign language promote student-centered approach (e.g., using Audio-lingual Methods through repetition drills in the foreign language by using for example audio-labs) (Qasem, 2010). Zhao (2005) mentioned Information and Communication Technology (ICT) method that employs both student-centered and technology in teaching foreign languages. The ICT method may make learning foreign language more efficient especially with using digital multimedia technologies that can develop strong memory links (Zhao, 2005).

Foreign language can be learned by using communication in that said language and in variety ways such as interaction with remote audiences through the computer (Zhao, 2005). Hoopingarner (2009) noted that students could enhance their learning of foreign language by using technology in an effective manner as it serves different functions in the language-learning context. Tozcu (2008) revealed that using whiteboard approach in teaching foreign language is a useful tool, yet it is limited to only one student at a time. Using the Internet, and particularly social media such as Skype and chat rooms, helps language learners to interact with native speakers of that foreign language in a true cultural context (Qasem, 2010).

Teacher Leadership

Boston School District created a teacher leadership certificate program to support its participants' skills and strategies for leading data use, supporting instruction, participating within shared leadership structures, and tapping the knowledge base of professional expertise (Berg, Bosch, Lessin-Joseph, & Souvanna, 2013). The program supports the course facilitators in developing skills and strategies of facilitation, supporting adult learning, stimulating professional learning that leads to changes in practice, establishing a professional learning community, and building enriching professional connections (Berg et al., 2013). The program supports the district and school leaders in developing skills and strategies of organizing teacher leader roles to address local goals, creating time for teacher leaders' work, clarifying or defining teacher leader roles and responsibilities, and communication and coordination routines (Berg et al., 2013).

Teacher leadership program provides participants with insights into challenges faced by teacher leaders, what resources are needed, picture of the work on the ground, and the impact of the role on students colleagues and on career satisfaction (Berg et al., 2013). The certificate program also offers course facilitators insights into effectiveness of course design, utility and quality of shared tool kit of materials, better understanding of what is generalizable across roles and what is role-specific, tool kit additions needed, and impact of facilitation role on personal and professional satisfaction (Berg et al., 2013). The program provides insights to district and school leaders into systemic needs and support needed, resources needed, learning what will be useful to share across schools, how schools perceive (and misunderstand) these roles, tools needed for resource library,

and impact on school culture (Berg et al., 2013). The course is voluntary and is offered to teacher leaders who hold leadership roles (Berg et al., 2013).

Hybrid Teacher Leader

Hybrid teacher leader (HTL) is a teacher who conducts both teaching and leading teachers in some capacity (Margolis & Huggins, 2012). Success of schools require teachers' leaders who engage themselves and other teachers in a classroom-based investigation (Margolis & Huggins, 2012). Heck and Hallinger's (2009) study showed that school's academic capacity and teacher leadership are reinforcing and indirectly increasing the rates of student learning.

The roles of HTL are to provide a professional development for teachers, facilitate teacher learning events, facilitate creation of common assessments and collaborative data analysis, conduct one-on-one coaching sessions with the teachers, observe classes, writing curriculum, sharing lesson plans and resources, and having their class serve as a lab (Margolis & Huggins, 2012). The teacher leadership is described as sitting between the class and the administrators or even district or the state and they provide frontline support to teachers, at the same time, maintaining the integrity of the school efforts to align instruction and curriculum (Margolis & Huggins, 2012). The teachers in these roles use their teaching knowledge and relationship with other teachers to convince them of a new pedagogy, long-held beliefs about learning and teaching, and curriculum while simultaneously they change their own teaching practices (Margolis & Huggins, 2012).

Teaching as Leadership

Each leader and instructor should ask themselves those two questions; (1) what outcomes (significant students' academic achievement) effective teachers produce and (2) what teachers do to accomplish these outcomes (Wetzler, 2010). A successful teacher operates the same as successful leaders when leading others toward an important and ambitious vision, and that what is called teaching as leadership (Wetzler, 2010). Usually, a good classroom revolves by the degree to which the students are engaged in the lesson activities and learning and their behavior are well managed (Wetzler, 2010). Recent studies of Teach For America show six actions that lead to students academic achievement and personal growth which are (1) setting big goals, (2) getting students and their influencers in these goals, (3) planning purposefully, (4) executing effectively, (5) continually increasing effectiveness, and (6) working relentlessly (Wetzler, 2010). The instructors need to have knowledge of a number of areas such as instructional planning and delivery, content and content pedagogy, and classroom management and culture. Besides all that, the instructors need to have knowledge of themselves, their students, and their community and must understand how they can collaborate and lead with a wide variety of people (Wetzler, 2010).

Teacher Leadership

Berry and Hess (2013) revealed that, how teachers teach and lead is the lever that forces educational leaders to think. Redd, Boccanuso, Walker, Knewstubb, and Moore (2012) research reported that Expanded Learning Time (ELT) could make a difference in student achievement if done well and thoughtfully. Berry, Byrd, and Wieder (2013) encourage educational leaders to give their expert teachers a chance to produce solutions

rather than just implement same narrow roles designed for a bygone era. The teachers need room to move in and out of various roles, focus on fewer or more students, serve in and out cyberspace, and take on less or more responsibility (Berry & Hess, 2013).

Teaching as I was Taught

Harbin and Newton (2013) found a little connection between teacher's perception and beliefs with classroom practice, although the teachers may express a set of beliefs about how pupils learn, yet their teaching practices do not emphasize those beliefs. Accordingly, the professional development and preparation of the teacher appear to have a little influence in ensuring innovative strategies in the class, and most powerful influence that impacts teacher practices is the teacher's experience as a student (Harbin & Newton, 2013). The educational institutions that provide professional development and prepare their teachers and instructors should elevate the understanding of the power of prior teachers (the phenomenon called 'teaching as I was taught') that needs to be overcome (Harbin & Newton, 2013).

Teaching Practices and Evaluation

Teacher evaluation is a meaningful tool for both the teacher and the educational organizational system that supports teaching and learning, yet the quality of evaluation suffers from evaluators' lack of clear understanding of how to evaluate high-quality teaching, competing demands, and inconsistent implementation (Maslow & Kelley, 2012). Limited information has been provided by the research about the role of evaluation to improve teaching practices, and largely silence about evaluation and improve organizational systems such as hiring practices, leadership, professional

development, mentoring and coaching, school improvement planning, and teacher compensation (Maslow & Kelley, 2012).

Maslow and Kelly (2012) revealed, “Teacher evaluation can also be a source of information about the quality of teaching and professional development needs of teachers across the school organization” (p. 602). Hypothetically, the evaluation serves three purposes (1) systematic feedback for management and human resources, (2) formative feedback for the teacher on teaching practices improvement, and (3) summative judgment for individual teachers (Maslow & Kelley, 2012). Studies show that classroom observation often biased and subject to the preferences and vision of the evaluator as an instructional leader and a staff supervisor of what effective practice should look like (Maslow & Kelley, 2012).

The evaluator who lacks content-specific knowledge focuses on general behaviors (e.g. delivery) rather than on content-specific pedagogy and that may result in an inaccurate view of the performance of the teacher especially standards-based instruction (Maslow & Kelley, 2012). Some educational institutions utilize a formative and summative evaluation for the teachers to facilitate ongoing growth and development of the teachers in an effort to improve their teaching performances (Maslow & Kelley, 2012). The evaluation can include student-to-teacher feedback, peer review or coaching, parent-to-teacher feedback, portfolios, and teacher self-reflection (Maslow & Kelly, 2012). Nolan and Hoover (2005) see both formative and summative evaluations important resources for determining the needs of the professional development to the teachers.

The most popular evaluation strategy at the DLIFLC is the classroom observation followed by students' evaluation, post observation conferences, and performance review (Tovar, 2011). The most effective teacher-evaluation strategies at the DLIFLC are performance reviews and postobservation conferences since they promote teachers professional development (Tovar, 2011). At the DLIFLC, Tovar (2011) study showed the evaluators of teacher-evaluation employ transformational behaviors and the process of evaluation need improvement in some programs.

Faculty at the DLIFLC are evaluated in both summative and formative fashion (Tovar, 2011). Department of the Army (DA) regulates DLIFLC's evaluation system through appraisal program called Total Army Performance Evaluation System (TAPES) (DA, 1998). The leaders at the DLIFLC programs "...conduct formative assessments of teachers by reviewing classroom-observation data, student evaluations of teaching, and other data relevant to the performance of the foreign-language teacher." (Tovar, 2011, p. 19). At the end of each fiscal year, leaders provide a summative evaluation of instructors (DA, 1998).

Teacher Efficacy

According to the research, teaching practices are divided and synthesized into five sections: support of students in teaching practice, communication with students, managing classroom, participation in teaching activities, and teaching methods (Liu, 2013). Studies show relationship between teaching practices and teacher efficacy. Mascall (2003) divided teacher's efficacy into two dimensions (1) general teaching efficacy (GTE) the belief of general relationship between teaching and learning, and (2)

personal teaching efficacy (PTE) the belief of skills and abilities to bring about student learning. Teacher efficacy, as Liu (2013), stated divided into three tiers of beliefs:

- (1) the beliefs of the teachers whether they can teach well
- (2) the beliefs of the teachers whether they can reach the expected goals
- (3) the beliefs of the teachers whether they can help students succeed

High efficacy teachers provide special assistance to the students with low achieving and persistent in the face of student's failure (Liu, 2013). The teacher with a high efficacy take responsibility when working with students with special learning needs and less inclined to refer them to special education (Allinder, 1994).

Ashton & Webb (1986) revealed that the sense of efficacy enables the teacher to be less critical of students when they make errors. The teachers spend more time teaching subjects where they sense high efficacy and avoid subjects with low efficacy. The teachers with high efficacy are more committed to teaching and exhibit great levels of organization, enthusiasm, and planning to better meet the needs of the students (Liu, 2013). The teachers with high efficacy are more willing to experiment new methods, open to ideas, set attainable goals, and build students' self-perceptions of their academic skills.

Many researches have been conducted to identify the link between leadership practices and teacher's efficacy. Liu (2013, p. 77) stated the following leadership behaviors that contribute to teacher efficacy:

- inspiring a common sense of purpose
- buffering teachers from disruptive factors
- keeping student disorder at a minimum

- exerting influence on superiors at the district office
- displaying strong leadership
- encouraging innovation
- showing flexibility in allocating teachers' classroom duties
- be responsive to teachers' concerns
- providing resources
- modeling appropriate behavior
- providing rewards contingent on performance
- building teacher interaction
- providing opportunities to learn from others and
- providing positive feedback.

Teachers' efficacies are enhanced by support from educational leadership, collaborative colleague relationships and student success, and organization politics (Liu, 2013). Mascall (2003) revealed that administrative team is an important factor influence teacher efficacy. Another factor that supports teacher efficacy is student success that in turn improves teaching practices.

Organizations culture and students' progress depend on a good and outstanding leadership of teaching and learning. Educational leaders have responsibility to identify what outstanding teaching looks like and should exemplify the highest possible standards (Clements, 2013). Teachers need to constantly refine and develop their teaching practices and acquire new knowledge and skills while carrying out demanding and complex role. Teacher observation and good feedback are more powerful tools to

support teaching practices and teacher learning. Clements (2013, p. 60) revealed that for teachers there are needs to be:

- A clear Quality Standard which is understood by all.
- A senior leadership team with the skills and knowledge to support the development of an outstanding classroom practice.
- A monitoring and evaluation schedule that creates a cycle of review including teaching, learning, attainment and progress.
- A clear correlation between pupil progress and attainment, and judgments on the quality of teaching and learning.
- Effective use of performance management to ensure teachers can identify where they need to improve and receive the support and professional development to do this.

Improving Instructional Practices

Faculty development and training are mandatory with academia across all educational levels including adult teaching. Educational organizations through faculty development design their quality assurance mechanisms to emphasize quality in education (Zaki, Rashidi, & Kazmi, 2013). Global and professional demands have changed; though facilitate the teachers in updating their skills and knowledge in pedagogy becomes a mandatory for teaching. Contemporary academic institutes align their teaching and learning to produce graduates who exhibit higher order critical thinking skills and remain lifelong learners (Zaki, Rashidi, & Kazmi, 2013).

While teachers are preparing for their professional practice in their classroom routines and teaching assignments, they need to have a complete understanding about the

instructional process from the start to the end with a clear idea of teacher and student roles within this process (Zaki, Rashidi, & Kazmi, 2013). Teachers need to reflect upon their teaching philosophy that governs their professional practice early in preparation phase as well. It has been a general perception about the acceptance of student centered and updated pedagogies among teachers and administrators. Contemporary educational researches stress the need for the alignment of traditional pedagogical practices with the environmental changes and demands.

Academic improvement, instructional advancement, and educational innovation are largely depending on the attitude of the teachers towards teaching and their skills. The enhancement of teachers' pedagogical knowledge and content were the most important trait for effective professional development (Zaki, Rashidi, & Kazmi, 2013). The professional development of teachers should not be merely equipping them with improved instructional methods it should rather be more to deal with fundamental changes in their concept of teaching and teaching excellence (Zaki, Rashidi, & Kazmi, 2013). Teaching conception for the teachers based on their experiences as students or teachers, therefore, teaching philosophy by which teachers approaches the curriculum and learners varies tremendously from person to person.

It is extremely crucial for the teachers to take a fresh look at the pedagogy that shapes up the academic outcomes (Zaki, Rashidi, & Kazmi, 2013). The teaching learning process is a journey that starts with information reception from curriculum content to knowledge and skills formation (Zaki, Rashidi, & Kazmi, 2013). The teaching learning process has three stages and in each stage, there is teacher-student's role (Zaki, Rashidi, & Kazmi, 2013). In stage one, the teacher transmits information from curriculum content

where the student gain this information. Stage two, the teacher facilitates while the students process the information, and stage three, the teacher facilitates while the students apply information.

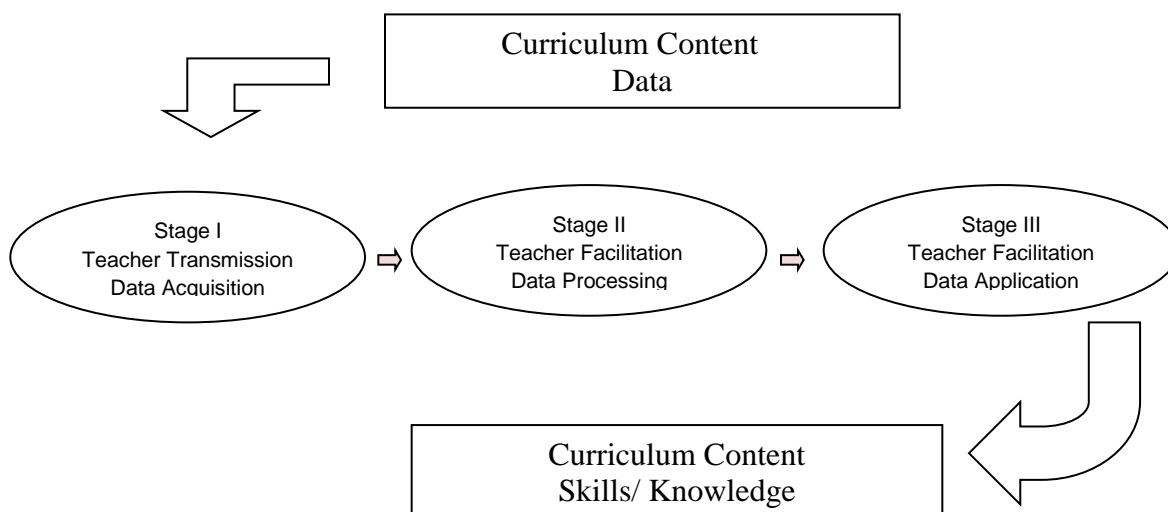


Figure 1. Diagram of teacher-student's role in teaching learning process.

The aim of the teaching-learning process is targeting the development of certain skills that cover a broad level of spectrum of difficulty and complexity from knowledge to evaluation (Zaki, Rashidi, & Kazmi, 2013). Bloom, Englehart, Furst, Hill, and Krathwohl (1956) developed cognitive skills, the lower level of the skills are knowledge, comprehension, and application, while the higher level are analysis, synthesis, and evaluation. The cognitive levels have to be mapped on the teaching learning process for fruitful results.

Organization for Economic Co-operation and Development (OECD) developed four policy levers divided into four modules of good practice based on international analysis to improve school leadership. The module and policy levers can be tailored to fit specific contexts or particular groups (OECD, 2009). Module 1 is understanding and

analysis that contain questions to aid understanding and promote dialogue and reflection.

Module 2 is self-diagnosing and auditing that focus on answering two questions:

1. Where are we currently?
2. Where would we like to be?

Module 3 is prioritizing and taking action with emphasis on two questions:

- 1- What are our priorities for action?
- 2- How do we go about achieving them?

Module 4 is communicating and connecting where it brings and draws on activities from the previous modules to make connection between various areas of improvement and development.

Teaching and learning standards need to be improved continuously, and educational leaders influence the motivation and capacity of their faculty and affect the working and learning environment and climate. OECD (2009) suggested four active roles that leaders can play which are: (a) arranging and conducting for mentoring and coaching, (b) evaluating and monitoring teacher performance, (c) planning professional development for the teachers, and (d) orchestrating collaborative learning and teamwork. Educational leaders, to have an impact on students outcomes they need to have sufficient autonomy with regard to curriculum and teacher recruitment and development.

Previously, leaders were accountable for input into learning processes, now their accountability is for learning outcomes for both teachers and students (OECD, 2009). Rapid change on the DLIFLC programs mission makes the goals for them and the means to achieve their goals are not always static and clear. Creating the right environment for

teacher to improve student learning and classroom practice, plays a significant role in improving students' outcomes (OECD, 2009).

Teaching Methodology in Foreign Language Education

To guide language-teaching profession in teaching practices and curriculum development, American Association of Teachers of Foreign Language (ACTFL) (1993) established foreign language learning standards. The ACTFL set five Cs for foreign language instruction, which are (1) culture, (2) connections, (3) comparisons, (4) communication, (5) communities. The ultimate goal of foreign language teaching instruction is to communicate with other foreign language speakers through gaining knowledge and understanding foreign cultures, compares students' own culture with the foreign one, and participate in multilingual communities at home and around the globe (Bey, 2011). The learners of the foreign language, according to Communicative Language Teaching (CLT) approach, sustain their communication by using paraphrasing, guessing, and circumlocution (Bey, 2011).

Adult learners and Lifelong Learning

Two models were utilized for adult lifelong education; technological model and andragogical model. Malewski (2001) referred to three assumptions for technological model. First, the main task of education is conveying arranged knowledge, second, world description should be done through adults life and work without learners' opinions, experiences, or judgments, and third, the result of teaching is teacher's responsibility. Andragogy is the art and science of helping adults to learn (Harris, 2003). Andragogical Roberts (2007) stated six assumptions for this model, first, learners' need to know, why they need to learn prior to learning. Second, experience, learners bring insight through

their prior life experience. Third, self-concept-independent, learners are responsible of their own learning. Fourth, readiness to learn, learners need to learn as they experience the need to know and that is connected to their life situations. Fifth, motivation, and the most powerful motivations are internal pressures such as quality of life and job satisfaction. Sixth, orientation to learning, learners must relate to a problem that they see in their lives. Learners in this model are self-directed. Andragogy also aligns with other learning theories such as Bloom's taxonomy as both encourage higher thinking levels (self-direction) and constructivism and transformation theory as all recognize the undeniable impact of learners' experience on learning.

Turos (2010) revealed that the best practices in education are the ones that refer to the learner's needs and respect maximum learner's control. Career and professional development are recognized as desired values among adults (Blaszczak, 2013). Blaszczak (2013) believes that the best learning results achieved when adults learn things related to purposeful action such as work. Life wisdom created by the knowledge and skills that the person develop "...resulting from mental operations carried out in respect to gained experiences." (Blaszczak, 2013, p. 306).

Creating professional chains of educational centers by implementing andragogical model will help employers to educate their employees with up to date knowledge and skills required, and enhance the trend of lifelong learning. Aleksander (2003) defined lifelong education as a "...contemporary educational model, based on continuous renewal and improvement of knowledge and qualifications both general and vocational, lasting through the whole life of an individual, may be considered in numerous aspects" (p. 985).

Andragogical model focuses on the resources and procedure that assist a learner in digesting information and skills (Pitula, 2010).

Summary

This study was to determine what leadership skills were expected by Continuing Education (CE) Field Support (FS) Senior Leadership, CE FS Site Directors (SD), and CE FS faculty. In this study, Senior Leadership refer to Dean, Associate Dean, and Regional Directors. The focus in this part was on two sections, first the leadership theories in general and leading foreign language program in particular. Second, teaching theory that leaders at the DLIFLC need to run effective foreign language programs. The selection of heading and subheading were based to the principles and values that the DLIFLC emphasizes and some current studies in leading and teaching foreign language education.

CHAPTER THREE: METHODOLOGY

The purpose of this study was to determine what leadership skills Senior Leaders (here, Dean, Associate Dean, and Regional Directors), Site Directors, and Faculty in the Directorate of Continuing Education Field Support Division at the DLIFLC perceived were needed by the effective FS Dean and Site Director. This study was a descriptive research and collected data about perceptions of the three groups. Chapter three discussed the location and design, population, and access and permission, instrumentation, procedures, methodological assumptions, limitations and delimitations, and data analysis method.

Research Location and Design

The location of the research was in the Directorate of Continuing Education Field Support (FS) Division at the DLIFLC. In this study, Senior Leaders were referring to FS Dean, Associate Dean, and Regional Directors. The Site Directors and Faculty were all from Field Support Division as well. Field Support Division has four regions: West, South, North-East, and Europe. Most of Field Support programs teach language refresher or enhancement courses, some teach the basics or familiarization courses, and one teaches interpretation and translation.

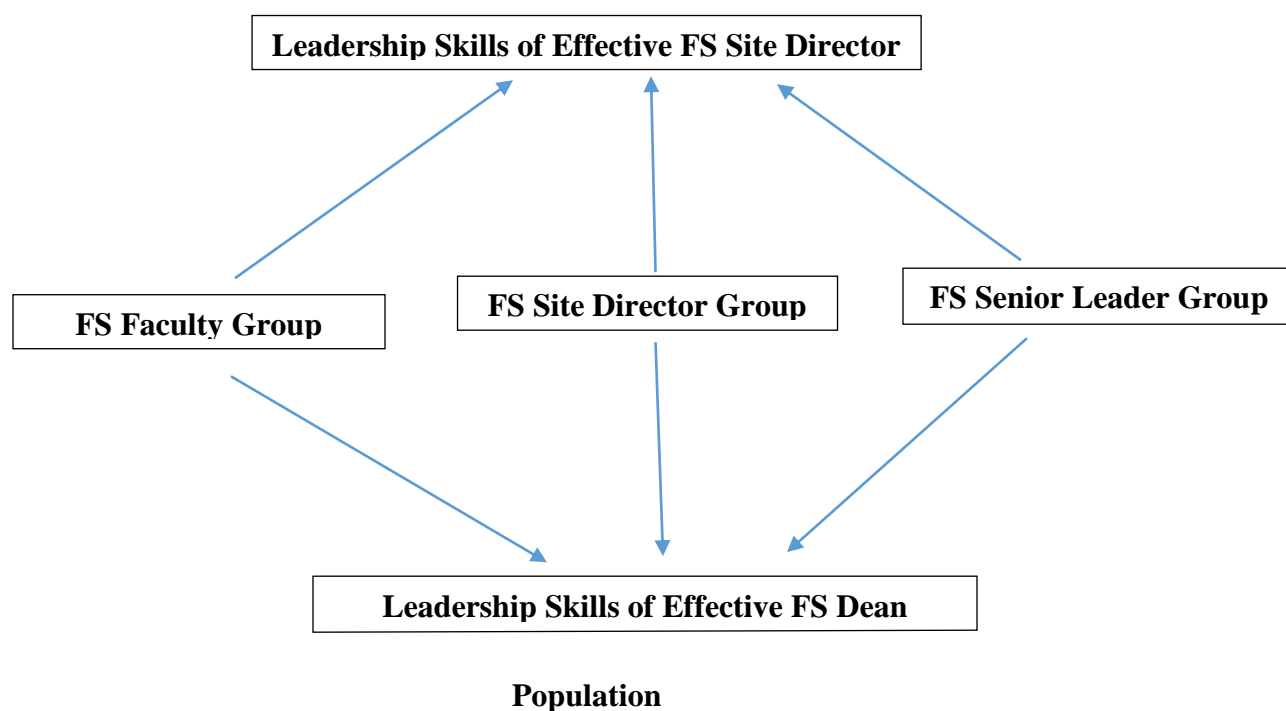
The goal from this study was to determine what leadership skills were perceived by Continuing Education (CE) Field Support Senior Leadership, Site Directors (SDs), and Faculty for effective leadership skills by FS Dean and Site Director Position. The study collected data about the perception of the three groups of effective leadership skills. Based on Creswell (2009) findings, the best way to handle this study was a basic qualitative method. Merriam (2009) revealed that a basic qualitative study derives

philosophically from phenomenology, symbolic interaction, and constructionism.

Researchers using this method were interested in how people interpret their experiences.

The purpose of using a basic qualitative study was to improve a certain practice and it was particularly well suited to obtain an in-depth understanding from people experiences.

The qualitative approach (interview) conducted to collect data about leadership skills perceived from Senior Leaders, Site Directors, and Faculty at the DLIFLC for effective Dean and Site Director Position. The diagram below illustrates the three groups used in the study and their perceptions of effective FS Dean and Site Director Positions.



The population of the study was from three groups: the Senior Leaders (about 6 leaders), Site Directors (about 14 SD), and Faculty (about 65) and all were from Field Support of Continuing Education in the DLIFLC. Senior Leaders lead their LTDs from distance (stationed at the CE of the DLIFLC- Monterey) while Site Directors were immediate Leaders of their LTDs (LTDs stationed all round United States and

nationwide). The participants of this study were about 3 CE Senior Leaders, 5 Site Directors and 7 Faculty at the DLIFLC based on their availability and willingness to participate in the study. An email sent to all FS population and first 15 participants selected for this study.

For Senior Leaders group, there was one Dean, one Associate Dean, and four Regional Directors, that was total of seven individuals. The selection of Senior Leaders participants was included the Dean, the Associate Dean, and one of Regional Directors who was willing to participate in this study. The selection of Site Directors participants was based on the first five SDs who were willing to participate in the study, and the selection of the DLIFLC Faculty participants were based on first seven who were willing to participate in this study. The participants were informed that this study was a requirement to fulfill the researcher's degree and will not be used for decision-making by any means at any organization. There are no risks associated with this study. Participants received the interview question ahead of time before the interview. The information provided by the participants treated with highest confidentiality which means that nobody except the researcher was able to tell who the participants were. The records of this study were kept private, and no words linking participants to the study included in any sort of report that might be published. The participants had the right to get a summary of the results of this study via e-mail if they would like to have them. Participation was strictly voluntary. The participants had the right to refuse to answer any of the questions that may make them uncomfortable or quit at any time.

Access and Permission

The researcher worked at the DLIFLC, in particular at one of the LTDs, thereby accessing other programs to locate participants was not an issue. Permission was required from participants' supervisors to collect the data. Most communications were via email, phone, or teleconference. The research proposal sent to I-SRB for an official permission to using the institute's properties alongside some resources and personnel for the study. An email sent to all Senior Leaders at CE, Site Directors and Faculty at FS to introduce the study to them and assess their availability and willingness to take the interview. An approval from Institutional Review Board (IRB) at the DLIFLC were needed to conduct this study and participants were asked to sign an informed consent form.

Instrumentation

This study used qualitative method (phone interview) to collect data from CE FS Senior Leaders, Site Directors, and Faculty. The interview emphasized the effectiveness of leadership skills perceived by FS Senior Leaders, Site Directors, and Faculty. The interview was about participants' perception of effective leadership skills needed to lead an LTDs and overcome their obstacles and challenges that make LTDs environment distinctive from other DLIFLC programs. Some follow up questions added accordingly: such as to elucidate more information or provide examples, based on participants replies. The participants provided their perception through phone interview that took approximately 20-45 minutes. The interviews were recorded by putting the phone on speaker and use digital recorder to record the conversations. Some notes had been taken during the interviews as well.

A pilot study has been conducted by selecting three participants from the three groups of the study; one Faculty, one Site Director, and one Senior Leader. The pilot study was operated through exchanging emails. The participants received an email from the researcher and agreed to be part of this pilot study. All communications conducted in this pilot study were through emails, no direct interaction such as in-person dialogues or phone calls. Part II of the interview questions were not clear to the Site Director, while the Senior Leader and the Instructor saw that the questions were clear and answered them and emailed them back.

The Senior Leader provided no details and just answered “Yes” to all leadership skills of Dean and Site Director provided in the interview questions which are: ability to make decisions, ability to resolve conflicts, ability to boost employee motivation, ability to communicate, ability to provide professional development opportunities for employees, ability to influence employees to follow the DLIFLC strategic vision, and ability to gain commitment. The Senior Leaders added three more skills which are: 1) ability to mentor new leaders, 2) ability to inspire followers to work hard, and 3) ability to show humility and care for others. The age of the Senior Leader is within 36-45, and has a master degree, and has been working with the DLIFLC for 10 years.

The Site Director provided a list of skills that the Site Director Position needs which are: communication and interpersonal skills, decision making, team motivation, proactive approach, conflict resolution, mission focused, employee’s recognition, and creating growth opportunities for employees. Site director added three more skills which were: Site Director is required to promote respect, trust, and openness in any job environment, avoids ‘red tapism’, indecision, and delays in the achievement of tasks and

goals, and a motivated and committed team is foremost to the success of mission. The skills for Dean were: strategic vision and foresight, decision making, communication and interpersonal skills, creating growth opportunities for employees and achievement recognition, motivating employees and team spirit, accessibility (open-door policy), and delegation of responsibilities and authority. The Site Director added three more skills for the FS Dean which were: envisaging the long term effects and results of day-to-day decision making, considering the right time, and all pros and cons for right decision, and requirement of promoting respect, trust, and openness. The Site Director age is within 36-45, has a master degree, and has been at the DLIFLC for three years.

The Faculty was an instructor and provided a list of leadership skills that both Site Director and Dean should have which are: ability to make decisions, ability to resolve conflicts, ability to enhance employees' motivation, ability to communicate, ability to provide opportunities for employee professional development, ability to influence employees to follow the DLILFC strategic vision, and ability to gain commitment. The instructor added one more skill for Site Director Position which was to support employees and be the backbone for them to be able to conduct business to its utmost potential, and one more skill for Dean Position which was the subordinates know that management is the liaison between all other parties. The instructor was within age range of 46-55, has a Bachelor degree, and has been at the DLIFLC for five years.

Comparing the transcripts of the interview data with current leadership theories mentioned in the literature review, senior leader perceives that both SDs and Dean should have mixed skills from various leadership theories such as transformational leadership, servant leadership, and teacher leadership skills. Keywords were used that led to this

result such as monitor new leaders, inspire followers to work hard, and show humility and care for others etc (Burns, 1978; Bass, 1998; Robinson, Lloyd, & Row, 2008; Thoonen, Slegers, Oort, Peetsma, & Geijssel, 2013; Podsakoff, Whiting, Podsakoff, & Blume, 2009, Schuh, Zhang, & Tian, 2013, Drucker, 1996; Silvers, 2011; Stodi, 1992). Site Director perceives that both SDs and Dean should have transformational leadership skills, the keywords used were promoting respect, trust, and openness, accessibility, team spirit, motivating employees etc ((Burns, 1978; Bass, 1998; Robinson, Lloyd, & Row, 2008; Thoonen, Slegers, Oort, Peetsma, & Geijssel, 2013; Podsakoff, Whiting, Podsakoff, & Blume, 2009, Schuh, Zhang, & Tian, 2013). Additionally, the Faculty perceives both SDs and Dean should have servant and transformational leadership skills, keywords were used such as support employees, be backbone for the employees etc ((Burns, 1978; Bass, 1998; Robinson, Lloyd, & Row, 2008; Thoonen, Slegers, Oort, Peetsma, & Geijssel, 2013; Podsakoff, Whiting, Podsakoff, & Blume, 2009, Schuh, Zhang, & Tian, 2013, Drucker, 1996; Silvers, 2011).

The data collected from the pilot study took almost a month. Therefore, to save time, data collection was conducted through sending the interview questions through email to the research participants first after that phone interviews were coordinated. The leadership skills collected in this pilot study were about Site Director and Dean Positions in general and were not very specific to the uniqueness of the FS LTDs, thereby, the questions were developed for situations that each LTD may face and the kind of skills each Site Director and Dean should have to deal with such situations. The participants can reject the situation mentioned (if not applicable to their LTD) or add their own-

Appendix D is the interview questions. Time of the interview has been estimated according to the pilot study interactions as well to correspond 20-45 minutes time frame.

Procedures

A list of the names of Senior Leaders of CE FS, Site Directors, and Faculty at the DLIFLC was requested from Administrative Support Technician. An introduction of the study and consent form were emailed to all participants to fill out. The interview questions emailed to all study participants as well. Date and time of the phone interview with the participants arranged via either phone or email.

The following steps initially used for data collection procedure:

- 1- An email sent to all FS personnel, and first 15 volunteers in this study were the research participants: 3 Senior Leaders (one FS Dean, Associate Dean, and one of the regional Directors), 5 Site Director, and 7 Faculties (Academic Specialists and/or Instructors).
- 2- An email sent to all prospective participants to introducing the study to them and requesting their participation in this study.
- 3- Consistent with DLIFLC and Argosy University policies and procedures of Institutional Review Board for Human Subjects Protection, each participant provided with the voluntary consent form that contains information concerning the purpose of the study, risks and benefits, confidentiality, compensation, right to withdraw, and summary of results, documented by a signed voluntary consent form. The consent form and the interview questions were emailed to all prospective participants.

- 4- Phone interview was the chief data collection method used to gather data for this research. Scheduling date and time took place to conduct the interview; each interview took approximately 2-45 minutes and was recorded.
- 5- The phone speaker and a record device utilized to capture and save the data of the interviews.
- 6- The interviews were conducted in a room free of interruptions and noise.
- 7- Notes were taken during the interviews to record the LTD situations and the leadership skills needed by the FS Site Director and Dean. Focusing on one of the positions at a time took place for each situation to ensure separating the leadership skills of each position.
- 8- At the end of each interview the researcher went through all data gathered from both the notes and the recorder and organize them to secure processing all collected input.
- 9- The participants' privacy was maintained and their personal identification and input handled with guaranteed confidentiality. During and after data organization and analysis process, the coded data were stored in a fireproof locked cabinet to remain off accessibility by others. After a period of three years, the data and all notes of the study will be destroyed by shredding.

To gain maximum participation in this study an email was disseminated to all FS personnel - appendix A has the participation request letter besides a permission request letter to the Dean to conduct the research. Appendixes B include participants consent forms for answering the interview questions. Appendix C is a letter to the DLIFLC to verify if they request Argosy certification first. Appendix D is the interview questions.

Methodological Assumptions

The study was new born and its goal was to describe participants' perception of effective leadership skills for effective FS Dean and Site Director Position to prepare better future educational leadership. Based to some studies, such as Creswell (2011), the best way to conduct this type of study was qualitative approach. The interview questions were emailed to the participants a head of time and followed by phone interview. This approach will offer full freedom of participants while expressing their perception since all participants' names were anonymous except to the researcher who needs their names for communication purposes over the study.

Limitations

The research participants were from the LTDs at the DLIFLC, who were stationed in different locations worldwide. Support from some higher leadership positions (such as Dean and Provost) was required to encourage participation in the study. The participants were from different genders, ages, cultures, and educational degrees and backgrounds to avoid any bias in the study. The research results built upon the participation and honesty of the participants.

Delimitations

The research had two delimitations. First, what applies to the DLIFLC might not fit other foreign language teaching organizations. The DLIFLC's LTD had a unique environment; teachers were native speakers of the foreign languages they teach, students were soldiers or federal agencies members, and the locations were military installations. Second, the research was about CE FS Senior Leaders, Site Directors, and Faculty so that

the results of the study may not apply to other programs at the DLIFLC such as residence ones at the Basic Course and Continuing Education.

Data Analysis Method

The book of Creswell (2007) for qualitative inquiry for coding and analyzing the data from the interviews used. Coding occurred throughout the research of effective leadership skills for both FS Dean and Site Directors based on the perception of the three group FS Senior leaders, Site Directors, and Faculty at the DLIFLC. Coding was often words or short phrases that symbolize a salient attribute of the collected data. The importance of coding was to present a concision of said data. Coding developed from the interview notes and transcripts: situations at the LTD, perspectives, and definitions of leadership skills and theories. The interview notes and transcripts categorized by code, analyzed relationships, and identified themes to outline the results (Keegan, 1994). Coding and categorizing the data had an important role in data analysis (Creswell, 2007). The researcher created categories from initial codes then identify patterns and labels themes. Themes emerged from a variety of sources e.g. literature reviews, experiences with the phenomenon, etc. (Creswell, 2007). Themes came from the data (transcribed notes and recorded interviews) and researcher's prior understanding of the phenomenon under study- from professional definitions in literature review and personal experience. In this study, themes generated by linking participants perceptions with leadership skills and theories stated on literature review. Many studies such as Duke University Leadership Survey (2009), Peter Economy (2014), Search inside yourself The New York Times 2013, etc, used to classify Site Director and Dean Leadership skills drawn from the study's participants' perspectives. To underscore the additional Leadership skills that the

study should raise from the uniqueness of LTDs, some participants' quotations cited to insure the fidelity of the study.

After gathering research data, a word processor used to type and save all transcribed notes and recorded interviews. Hard copies of transcript made to help manually in coding and categorizing and to sort the coded text in order to analyze the patterns and findings. Pseudonym used for each interviewee to eliminate the need to mention participants' names when refer to them. To ensure accuracy, a "Member Process" utilized where the interview transcripts and notes were available to the interviewees. Nyasuma (2012, p 68) revealed that "Member checking allows the researcher make the preliminary findings available to participants to correct misreported information". All transcript reviewed to identify comparable and contrasting themes and concepts and linked to the leadership skills and theories in the literature review.

Summary

The research was to describe what leadership skills were perceived by Continuing Education (CE) Field Support (FS) Senior Leadership, Site Directors (SD), and Faculty for effective FS Dean and Site Director. The participants of the study were around 3 CE Senior Leaders, 5 Site Directors and 7 Faculty at the DLIFLC, and all stationed in different location around the US and the world. Qualitative (phone interview) method used to collect data. The interview was about the effective leadership skills for FS Dean and Site Director Position. The book of Creswell (2007) for qualitative inquiry for coding and analyzing the data used. Many research were referred to in coding and categorizing leadership skills for both Dean and Site Director position such as Duke

University survey and New York Time- Leadership Institute and some of participants' quotations used as well to insure the fidelity of the study.

CHAPTER FOUR: RESULTS

This study examined the perspectives of Field Support (FS) personal at the Continuing Education Directorate at the Defense Language Institute Foreign Language Center (DLIFLC). The purpose of this research was to determine what leadership skills Senior Leaders (here, Dean, Associate Dean, and Regional Directors), Site Directors, and Faculty in the Directorate of Continuing Education Field Support Division at the DLIFLC perceived were needed by the effective FS Dean and Site Director Position. The data gathered in this study was to answer two research questions:

- 1- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Dean?
- 2- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Site Director?

This chapter discussed the analysis of the data collected to answer the above questions by starting with a description of the interviewees' diversity and then leadership skills that they perceive are needed by effective Dean and Site Director to overcome all LTDs challenges- interview themes. The interview themes provide the results of the study by presenting participants' respondents to the interview questions. Interview questions were about some challenges that may face Language Training Detachments (LTDs) and what leadership skills that Field Support Dean and Side Directors should have to overcome such challenges. The interviewer asked the participants to present their perspective of effective leadership skills indirectly; through presenting the challenge and then asking what should first SD then FS Dean do to overcome such challenge.

Participants' explanation about SD and Dean effective approaches to solve each challenge will lead them to select the appropriate leadership skills.

Interviewees' Diversity Description

Over the Directorate of Continuing Education Field Support, 12 members from Senior Leaders (Dean, Associate Dean, and Regional Directors), Side Directors, and Faculty were interviewed. The recruiting for the interview started months ahead by sending emails requesting participation in the study and explaining the goal and purpose of the research. The participants' emails address were taken from the latest FS contact roster of Continuing Education Office of Administrative Support Technician. After the perspective interviewees responded to the email sent, some few more emails, text messages, or phone call took place to provide more details about the study and identify date and time for the interview. The whole population of FS was used in this study: approximately 70 emails were sent requesting participation in this study, 20% was the response rate and 17.14% was the actual participation rate: 18.18% Senior Leaders, 45.46% faculty, and 36.36% Site Directors and two of the Site Directors are, or were previously, Faculty as well. The tables below explain in more details interviewees' diversity description.

Reynolds (2012) retrieved that the attention on many study in educational leadership was paid to learning theory and not to the leadership theories. The focus on this study was on both how to help teacher to conduct successful and effective classes besides to leading healthy academic environment. Especially in regard with dealing with the local host of the foreign language programs and other leaders such as contract instructor coordinators.

Table 1

Interviewees' Gender

Gender	Male	Female
# of Interviewees	9	3

Table 2

Interviewees' First Language

English first Language	Yes	No
# of Interviewees	5	7

Table 3

Interviewees' Military Background

Military Background	Yes	No
# of Interviewees	4	8

Table 4

Interviewees' Age Range

Age Range	25-35	36-45	46-55	Over 55
# of Interviewees	4	4	3	1

Table 5

Interviewees' Degree

Degree	A	B	M	D
# of Interviewees	1	2	6	3

Note: AD: Associate, B: Bachelor, M: Master D: Doctorate.

Table 6

Interviewees' Years at the DLIFLC

Years at the DLIFLC	9	8	5	4	1
# of Interviewees	3	2	3	3	1

Interview Themes

Nine of the participants were conducted the interview via recorded telephone for 20-45 minutes and followed by an email with attached interview's transcripts to be approved by the interviewees before data analysis, and three were conducted the interview through answering the question in written and emailed back and followed by some other emails for more information and details. The research participants were sent a consent form to sign, date, and return to the researcher (See appendix B) and were provided with a synopsis of the research. The interview were concluded during the last week of January 2015. The interviewees have been asked to provide their perceptive of their LTD's challenges/obstacles and what effective leadership skills the Side Director of that LTD and Field Support Dean should have to overcome such challenges.

Question 1

Although the Instructor Certification Course (ICC) is required of all DLIFLC faculty, the faculty at the FS LTDs often miss training events such as workshops that are provided to their counterparts at other DLIFLC programs at CE and POM on topics such as teaching methods and techniques, technology, etc. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge and fully benefit from DLIFLC resources available such as training events either recorded and stored on DCO or conducted by Foreign Language Education experts and teachers from other LTDs through the new Visiting Educator and Visiting Teacher Programs in CE?

Side director (SD) leadership skills. Four of the interviewees perceived that SDs need to be proactive, plan ahead, use DLIFLC training that apply, or customize the training to their LTDs and work closely and coordinate with other leaders who provide them with contract instructors or the LTD host. One of the interviewees said that SDs need to use coaching skills to help faculty continually reach their highest levels of performances especially new employees. Seven of the interviewees perceived that SDs need to have good communication skills to get, or able to reach all recording or virtual connection such as the DCO opportunities and encourage and help their faculty to attend these training and discuss them, and making sure not to leave their faculty behind. Six of the interviewees stated that SDs should not only count on Monterey and organize in-house-training to exchange ideas, knowledge, and experience through small group discussion by watching video for example. Three of the participants perceived that SDs need to have flexibility, adaptability, and vision to implement local training with the resources that they have locally by identifying the resources available and maximize

them. Therefore, SDs need to have the education, experience, and time available to be able to train and prepare their own teams to apply and adapt sound principles of language course design and foreign language instruction to meet the specific needs of the LTDs. Four of the interviewees mentioned that the SDs need to be very resourceful and look, dig, and find the good sources for the teaching team, so they need to be communicative and persistent and reach various channels (Regional director or Dean).

Dean leadership skills. Three of the interviewees perceived that the Dean needs to pay attention to details and have awareness of what faculty is lacking by continually reviewing what they need and how they pursue that. Two of the participants stated that Dean should be proactive and concerned with what SDs need and support them to support their faculty by make opportunities to those who missed the training to receive them. Four interviewees mentioned that the Dean needs to provide the support needed for the SDs to expand their vision and needs to provide the external resources that beyond SDs capabilities in order to reach out to whoever they can to bring into the local LTD, such as temporary duty (TDY) from other LTDs. One of the participants stated that “sending faculty to attend the training based upon funding, nature of the training, and need, Thereby, if the funding is available Dean needs to make sure its availability for the these training, and if not he or she needs to make virtual means available and encourage self-directed professional development such as pursuing higher education, attending some college courses, or participating in action research (online) that are not required travel”. Six of the interviewees perceived that the Dean needs to have an intimate familiarity with the unique mission of each LTD and use this to ensure that the best prepared DLIFLC faculty are assigned to the LTD. One of the interviewees stated that the Dean also need to

be able to advocate for resources to provide training and professional development to LTD teams, and shares information, resources, and ideas about available training. One of the participants stated that the Dean should have, besides educational background, military background because he or she deals with various programs and diverse military components, and should be stationed in Monterey to reach directly other Basic or Continuing Education programs and not just by sending emails. Four of the interviewees perceived that the Dean should do needs analysis and link LTDs with Monterey. One of the participants revealed that the Dean needs to see the whole picture and ensure collaboration among the LTDs. Three of the interviewees said that the Dean should not macro manage the LTDs and trust SDs and give them more leverage to make their own decisions. Dean must ensure accessibility, connectivity, and availability of all training and must be very responsive.

Question 2

Leaders at the FS LTDs have to deal with leaders of other stakeholders such as the Chief, LTD Host or Contract Instructor Coordinator, LTD Host. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge?

Side director leadership skills. Four of the interviewees perceived that the SDs are ambassadors of their LTDs and should have ambassador qualities such as high flexibilities, excellent diplomatic skills, and excellent communication skills. Two of the interviewees revealed that the SDs need to have certain ability to control stress: dealing with other leaders who may not be on the same page, and when ideas do not align, it can become very stressful for the SDs. One of the participants mentioned that faculty at

the LTDs may receive information from different resources in different ways, and the SDs need to transmit that information and put them in presentable way in which will not confuse the faculty. Six interviewees perceived that the SDs need to work closely with the leaders who provide the LTD with the language instructors in regard with training and make sure both are teaching the curricula in the same manner and if there is any mission change. Ten perceived that effective communication and good relationship with other leaders are essential. Three stated that the SDs need to have good intercommunication skills and a high level of thorough understanding the need of the host. One perceived that the SDs need to have high level of English communication ability to translate the needs and requirements of the host to the Dean. Six stated that the SDs need to have good listening skills and be able to converse diplomatically with all partners. Four perceived that the SDs needs to be willing to learn about the unique mission and operational needs of the host and adapt/adjust DLI methods and materials accordingly and appropriately. Three perceived that the SDs needs to project a professional level of expertise in the subject matter (e.g. foreign language education and training) and address all partners with both authority and respect. One stated that all partners should understand the common vision, have same goal in mind, put ego aside, be patience, have ability to listen to realize, understand the needs, and understand the win-win situation. Three perceived that the SDs should have ambassador qualities such as high flexibly, excellent diplomatic skills, and excellent communication skills and show their partners that the DLI is excellent resource and experts when it comes to teaching foreign language and facilitate connection and communication between the DLI and host agency.

Dean leadership skills: One perceived that both Dean and SDs need to have good understanding of each other mission, and other leaders should understand LTDs mission. Two mentioned that the Dean should understand the LTDs unique issues as SDs should communicate them. Three perceived that the Dean should be familiar with each LTD as each has different relationship, mission, priority, language environment and has its own challenges. One of the interviewees said “Dean needs to travel around and see and understand the LTDs, because what make sense in specific LTD may not make sense in another one”. One perceived that the Dean needs to oversees the overall communication between SDs and the host agency, be available for the SDs and host agency, ensure that communication breakdown are not happening between all these entities, and support all entities and communicate and get the mission done. One revealed that as Dean has to work with higher rank officer such as Generals he or she should have military background besides educational background. Three perceived that the Dean needs to be patient, have strong communication skills, use the power only when it is necessary, and have to remember that some problems should be solved at local level. One stated that the Dean needs to use Open-Door-Policy and make faculty comfortable to reach him or her and should check why is this person skipping chain of command and is it a true reason or have something strange. Two perceived that the Dean needs to maintain regular communication with LTD Regional and SDs and be prepared to apply DoD/DLIFLC policy as appropriate to advocate for the needs of the LTD teams in order to accomplish the teaching mission effectively and efficiently. Three perceived that the Dean needs to have a broad understanding of the operational needs and culture of the operational needs

and culture of the host organizations as well as a professional understanding of the theory and practice of foreign language teaching.

Question 3

As CE continues to work with the Deputy Chief of Staff for Information Technology to ensure that FS LTD faculty and students are issued iPads, faculty at LTDs sometimes have to work with limited resources at their offices and classes such as little or no classroom computer access, little or no Internet access (military/commercial), no tablets or computers for students, etc. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge and ensure that such limitations do not continue?

Side director leadership skills. Seven perceived that the need of the technology at specific LTD may different than another LTD, therefore, SDs need to communicate these specific needs to the Dean. Four revealed that the SDs have to display a certain amount of initiative and creativity to make pro of what the teams do not have on site. Six stated that the SDs need to improvise and try to adjust teaching in a way that can bypass whatever lack the LTDs have in that area of technology. Four perceived that the SDs needs to make sure the host provides the proper equipment and technology services, therefore they need to have excellent communication skills. Three revealed that the SDs have to make sure all technologies functioning good with no issues, and both SDs and Dean must have a thorough understanding of current foreign language teaching theory and practice in order to articulate the need for such tools to both the LTD hosts and DLIFLC leadership. One perceived that the SDs and Dean must also have a familiarity

with the operation and application of the technology or be provided with access to a language technology specialist who does.

Dean leadership skills. Three perceived that the Dean needs to be aware of each LTD needs to make the right decision in regard to resources and financial matters. One of the participants stated that as SDs should have a macro understanding about what is going on, the Dean needs to have close dialogue with the SDs "...who probably provide more specifics about the situation". Two said that the most important skills the Dean should have are support and trust in SDs, Dean need a lot of servant leadership skills, to understand the programs, to go and talk to the host, and to have same skills as SDs in this matter such as persistent and understanding. Three perceived that the Dean should educate the host on the need of technology, and what is needed for the classroom, follow up with the support, and try to support the LTDs if the host unable to support them.

Question 4

FS LTDs teach a variety of courses at different levels: Orientation; acquisition; enhancement; sustainment. Teachers sometimes have no prepared teaching materials or enough materials to teach. What leadership skills do you perceive the Dean and Site Director should have to overcome these challenges and ensure the application of the Provost directive that teachers prepare materials on a daily basis?

Side director leadership skills. Eight participants perceived that the SDs need to have excellent understanding of resources available and how to access them, besides DLI developed materials, other supplemental materials that are authentic from the internet, videos, news broadcast, etc. One of the interviewees stated "Knowing where to go is a huge relevant because without Side Director Knowledge he or she will not be able to

support his or her students otherwise”. One of the interviewees revealed that this is a big problem when SDs start to lead new program with new instructors with limited materials, in this case, SDs have to rely on people skills and for their part is leading by example especially when the SDs are also a teacher. Four of the interviewees perceived that it is good for SDs to be teachers as well to maintain their teaching skills and be in the teaching environment: know and understand what is going on and how SDs decisions will effect students as they are close to them and face the same problem that all faculty face especially with curricula, so SDs can provide relevant recommendations and suggestions to their faculty because SDs know exactly where faculty are coming from. People skills, as one of the interviewees mentioned;

...is communication, team work: if the faculty know that I am in group with them, I am part of the mission with them, I am going in the daily basis through exactly what they are going through, they can identify with me and they will most likely more inclined to follow my advices.

Seven stated that the SDs will need also motivational skills to inspire their faculty to still produce good results with all difficulties they face and work to overcome them. At the LTDs each course has it is own goals and objectives, thus, three revealed that the SDs need to direct their faculty to the locations of materials needed such as Sakai or reach out other LTDs and academic support. Eight perceived that planning requires a very close contact with the faculty, therefore, SDs need to understand with their faculty the programs’ objectives and mission, and what will take to achieve them (needs analysis). One stated that the SDs can work with their faculty to use backward approach in designing the curriculum, starting with clear objectives. Five perceived that the SDs must have excellent communication skills to reach additional resources outside their LTD to help in developing the curriculum, and need to be educators to continually educate

both the DLI chain of command and other parties involved to have realistic expectation of what is going to happen with current resources. Three revealed that successful SDs should not only rely on one curriculum and benefit for some great resources that are available at the DLI form Basic courses, Continuing Education, and other LTDs. One mentioned that in LTDs with no DLI instructors, SDs should rely on academic specialist to use materials from other resources and adjust them to fit their program requirements to make sure all curricula and materials available for the contract instructors. Three perceived that at the end, SDs needs to have the education, experience, and time available to be able to train and prepare their own team to apply and adapt sound principles of language course design and foreign language instruction to meet the specific needs of the LTDs. Two mentioned that the SDs cannot necessarily count on the timely available of training or resources from the DLI in order to achieve this, LTDs teaching teams need to be academically prepared for a greater level of autonomy in order to accomplish their respective missions.

Dean leadership skills. Two revealed that the Dean should have overall knowledge and ensure that whoever assigned to SD Position understand and know the DLI mission and available resources. One perceived that the Dean needs to establish clear criteria for assigning SDs that are not be judgmental. One stated that the Dean should have broader scope of responsibilities while SDs scope very specific on what SD is doing on their LTDs, therefore, Dean needs to make sure SDs have the background to handle the job and has specific knowledge. Two perceived that the Dean must understand the need to staff the LTDs with faculty members who possess the knowledge and skills to perform a wide variety of tasks to include curriculum design, materials development, and

foreign language instruction. One perceived that the Dean must understand that due to the need for greater autonomy at the LTDs, teachers should not necessarily be expected to be on par with Basic or Continuing Education courses teachers in terms of yearly platform teaching hours due to the need to expertly carry out additional tasks such as, besides those mentioned above, Role Playing and FTX. Eight perceived that the Dean needs to be able to keep the land of communication open to the SDs, and as one of the interviewees stated “Dean needs to have access to all the materials that he can help each SD if they have difficulty locating materials or developing materials then he can help them find the resources they need to be able to do that”. Seven previewed that the Dean should be resourceful and really aggressive in term of ensuring collaboration between all LTDs, because if a program does not have a curriculum for specific mission other might have it, all components should functioning properly and willing to share and overcome sharing issue. Six stated that the Dean should support, facilitate-reaching other programs, and not apply macro management approach because otherwise the quality of instruction might be compromised due to the limitation of the quality of the curriculum. One perceived since most language programs in Monterey, the Dean needs to be there for easy and fast way to reach and talk to others directly. Four mentioned that the Dean needs to make sure all technology means are available and accessible to all members, such as Sakai, and facilitate any issues with the connection.

Question 5

The FS LTDs miss special motivational events that students enjoy at CE and POM such as Language Day, picnics, etc. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge?

Side director leadership skills. Eight perceived that the SDs need to make sure that the LTDs have their own motivational cultural events for both students and instructors such as Ramadan, Nowroz, language activities and field trips, picnics, etc. that are more academic and not just for fun. One perceived that the SDs need to encourage both students and faculty to participate on these activities, and should not justify missing the events on the funding perspective because it is more realistic to have these event locally depend on the geographic location and mission. Three perceived that when funding available, SDs should have servant leadership skills and try to send their teaching teams to Monterey at least once a year rather than themselves, to build relationship among different LTDs. Four stated that the SDs should create their own open house and language day that are open to the local community including but not limited to high schools, colleges, and universities, and should have good relationship with the local host to support such activities and overcome budget cut and bureaucracy. One mentioned that occasionally, SDs must call for coffee during work hours to discuss after action review (AAR) or where the courses went and how it is going and what they need to do to improve them next time. Two stated that the SDs can ask their teaching team about what they like to do and put some good ideas and report back to the chain of command, to take a day and do team building up the wood or bringing in pizza or going to the restaurant down the road during lunch time, SDs need to take ownership in this matter. One perceived that the SDs needs to have an understanding of relevant regulations to the extent what they can devise creative ways of motivating teaching teams who do not have access to these events without violating any regulations and must demonstrate empathy toward teaching teams.

Dean leadership skills. Three perceived that the Dean needs to provide encouragement and some suggestions about the activities that can be done. One stated that the Dean must recognize that SDs need to be given some flexibility to creatively motivate LTDs' faculty, but also be careful to ensure that doing so does not violate any regulations. Five perceived that the Dean must demonstrate empathy for teaching teams at each unique LTD, and the Dean needs to provide more leadership and opportunities maybe ideas for SDs if they have difficulties with coming up with ideas on motivational activities to facilitate some of these events. One stated that it is Dean responsibilities to provide clear process for SDs to be able to request the funding when it is available, such as activity at a hotel on Saturday. One revealed that technology is a great solution for some issues but face-to-face interaction cannot completely substituted by technology especially with Immigrant-Generation (not Native-Generation) who need social interaction not distance. One stated that the Dean should approve and be supportive to the motivational events and try to attend them if possible. Four revealed that the Dean needs to do awareness and encouragement by having policy on motivational activities, for example, to be conducted at least once a quarter, one day in a safe and positive environment. Three mentioned that the Dean should look for other resources to find funds to send teaching teams to Monterey or other LTDs, and make it his or her highest priority because they are in the front line and need more training, knowledge, and awareness when it comes to dealing with students.

Question 6

Please mention any challenges and/or obstacles you see at your FS LTD and suggest leadership skills needed by a) Dean and b) Site Director to handle them effectively.

- 1- Two of the interviewees perceived that one of the challenge is the pressure on promoting DLI mission-marketing, and for this challenge Dean needs to provide more guidance to help SDs in marketing DLI mission.
- 2- One stated that communication is one of the major challenges at FS LTDs as forwarding emails are not effective way in communication, SDs should talk directly to the Dean to communicate with others in Basic or Continuing Education courses that is why it is important for FS Dean to be in there physically.
- 3- One revealed that the students' absence is one of the huge challenges in some LTDs and to solve such challenge SDs need to make sure that they are officially supported by Brigade, Battalion, and Company Commanders or even the first line supervisor (Staff Sergeants and Sergeants). Therefore, SDs need to educate them and talk to them about the course, benefits, challenges and the outcomes, and about the resources and capabilities students will have at the end of the training. Finally, the participant stated that the leadership skills for both SDs and Dean to overcome such challenge will be planning, communicating, patient, being an educator, campaigner, advocator, and standards enforcer.

- 4- One mentioned that communication issues among teaching teams, conflict, and stress are most challenges at the LTDs. The LTDs are very small, so the SDs have to be very tactful in addressing communication and conflict resolution and resolve them. SDs need to be able to deal with stress especially when LTDs do not have enough faculty the pressure is coming from students, instructors, host, and DLI and SDs need to be very strong. Dean should support all LTDs and be able to provide external support such as contract or TDY instructors. Dean should make assessment of each LTD and assess the situation to prevent bigger problem from arriving.
- 5- One perceived that one of the LTDs biggest challenge is some of teaching teams are running out of functional equipment and this is host issue, so both SDs and Dean should continue communicating with the host.
- 6- Three revealed that some SDs need to have more authority to make decisions at the local level, yet some of them are too scared to do that and feel that they have to ask permission for everything that they do.
- 7- One mentioned that sometimes, there is no time for some administrative work such as annual training during the busy teaching schedule of teaching teams. SDs can specify a day with no classes to do the training, yet some training should be completed by or before due date and no flexibilities. Dean can give more time to do the training and can send the training a little bit earlier to give more time for the faculty to finish them based on their schedule.
- 8- Two perceived that the DLI faculty should be recognized by DLI, especially when they are rewarded by their local host on their outstanding performance.

9- One stated that salary should be higher at the LTDs.

Summary

From the Defense Language Institute Foreign Language Center (DLIFLC) Continuing Education (CE) Field Support (FS) Language Training Detachments (LTDs) 12 employees: Senior Leaders (Dean, Associate Dean, and Regional Directors), Site Director, and Faculty were interviewed in this study. The interviewees were from both gender, have different educational background, age range, and position, some of them English is their first language and some have military background (see Tables 1-6). This chapter covered all interviewees' perspective about effective leadership skills for Site Director and Dean Position through discussing some of the LTDs' challenges and obstacles.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents discussion of the findings, conclusions of the study and implication for professional practice, and recommendation for further study. The purpose of this research was to determine what leadership skills Senior Leaders (here, Dean, Associate Dean, and Regional Directors), Site Directors, and Faculty in the Directorate of Continuing Education Field Support Division at the DLIFLC perceived were needed by the effective FS Dean and Site Director Position. The data gathered in this study was to answer two research questions;

- 1- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Dean? And
- 2- According to FS Senior Leaders, Site Directors, and faculty, what leadership skills perceived are needed by the effective FS Site Director?

Discussion of the Results as Related to Available Literature

Research Question One: Site Director Leadership Skills

The first question of this research required discovering the leadership skills of effective Site Director Position at the Field Support Language Training Detachments. The participants perceived various leadership skills for Site Directors.

Diplomatic skills. Leaders can accomplish a lot more if they are able to form connection with individuals through body language, eye contact, word selection, and convey feeling (Hilliard & Newsome, 2013). Leaders are responsible for creating climates that foster collaboration among all stakeholders (Correa & Wagner, 2011). Effective leaders must have knowledge and skills in educational leadership and policy related to students' achievement and able to articulate information precisely and clearly

about educational institution (Hilliard & Newsome, 2013). Leaders must intentionally create and maintain a culture of effective communication to share a clear vision with all stakeholders parties and demonstrate being excellent communicators, instructional leaders, effective manager, show flexibility when appropriate, and not afraid to take risk for the benefit of their organizations (Hilliard & Newsome, 2013). To create effective learning community, leaders should be responsible for common understanding about all initiatives, activities, and shared purpose and goals (Goker. 2012).

Diagnosis and planning skills. Decision-making should be driven from the gathered information collected from needs analysis and all strengths, weaknesses, opportunities, and threat about the program (Hilliard & Newsome, 2013). It is essential for each leader to have a smart strategic plan through which they address the direction that their plans take the educational organization, with guidelines that are measurable, realistic, acceptable, specific, extending, evaluative, and accountable by all stakeholder (Hilliard & Newsome, 2013). Understanding the differences is imperative for all leaders to know the motives of their subordinates and how and why they think, act, and feel to achieve effective solutions (Moore, 2011). The central goal of leadership is efficient student learning, all personnel are empowered to lead and contribute to strategies that focus on learning, and community learning built with shared vision and goals with focus on communicative competence (Goker, 2012). Effective leaders know how to shape the organization culture where vision can be achieved (Spiro, 2013).

Teacher leader skills. To improve teaching instruction skills, leaders should seek ways to encourage learning communities' practices for the purpose of working together (Hilliard & Newsome, 2013). Ucar (2012) stated that both education leaders and

instructors are very important variables in term of attaining the objectives of any program. Instructors need educational leaders' support to improve teaching methods, approaches, preparation of lesson plans, etc. (Patil, & Kamble, 2013). Kouzes and Posner (2007) emphasized that leaders themselves cannot do the extraordinary things individually as successful mission can only be done through the effort of the team. Thomas, Herring, Redmond, and Smaldino (2013) identified three key leadership functions: (1) establish a vision to set direction, (2) develop faculty members to accomplish that vision, and (3) support member' work toward the vision. Educational leaders must create and develop an atmosphere of trust among stakeholders in the school especially novice teachers (Correa & Wagner, 2011). Teaching language curricula should be pioneer of innovation and change since each language program has its own goal and needs unlike other subject areas such as math or science (Goker, 2012). School atmosphere is like greenhouse, where one can have best plants but with unsuitable weather they most likely to have a drought (Iordanides & Vryoni, 2013). Educational organization leaders oversee curriculum development and implementation and guide instructors in instructional strategies, developing skills, and monitor students' well-being and learning (Grant, 2004). Engaging in the instruction is not easy for any leader, yet, effective ones should manage to do so (Spiro, 2013). The roles of educational leaders have changed to that of instructional leadership by ensuring academic achievement, and ensure each teacher has appropriate assignments, manageable workload, sufficient resources to teach, stable and orderly work environment, leaders' support (Morris & Morris, 2013). Boyd (1996) suggested that leaders who have dual roles in teaching and administration provide their teachers with insight into teaching and curricular issues and

enhance their efficacy as instructional leaders. Hybrid teacher leader is a teacher who conducts both teaching and leading teachers in some capacity (Margolis & Huggins, 2012). The roles of hybrid Teacher leader are to provide a professional development for teachers, facilitate teacher learning events, facilitate creation of common assessments and collaborative data analysis, conduct one-on-one coaching sessions with the teachers, observe classes, writing curriculum, sharing lesson plans and resources (Margolis Huggins, 2012).

Servant Leadership skills. Leaders need to encourage their teaching team to rethink, change, unlearn, revise, relearn, and adapt (Thomas, Herring, Redmond, & Smaldino, 2013). Leaders must encourage and support collegial relationships between veteran and beginning teachers to create an atmosphere of shared responsibility for the integral part of learning community (Correa & Wagner, 2011). Leaders create a learning atmosphere and they need to support teachers and students learning (Goker, 2012). Leaders who seek team effectiveness need to understand the six essential servant leadership themes which are: providing accountability, supporting and resourcing, engaging in honest self-evaluation, fostering collaboration, communicating with clarity, and valuing and appreciating (Irving & Langthorpe, 2007). It is important for the leaders to understand what is happening in the school environment and what motivates each person (Akert & Martin, 2012). The foundation of servant leadership theory is about leaders' responsibility towards society and those who are following them, leaders lead the people to help them reach a defined goal, leaders should serve other to help them achieve and improve (Silvers, 2011). Servant leaders have ten principles that divide into three sections: relationship-building (listening, healing, empathy, and awareness), future-

oriented actions (persuasion, conceptualization, and foresight), and community-oriented actions (stewardship, commitment to growth, and building community) (Silvers, 2011).

Research Question Two: Dean Leadership Skills

The second question of this research required discovering the leadership skills of effective Dean Position at the Field Support. The participants perceived different leadership skills for FS Dean.

Global awareness skills. True leaders should be capable to apply different awareness to manipulate others toward the achievement of goals such as philosophical, cultural, social, political, and technological awareness (Sum, 2010). Leaders are individuals who are influential enough to make others following them willingly to achieve a common set of goals, they have a vision, analytical skills, decision-making ability, and dream and passion to pursue it, have virtues such as dedication, integrity, fairness, and open mind to others' idea (Northouse, 2009). The organization's future is secure by its leaders who have the ability to think, understand, act, foresee, and listen, who dare the problem and challenges, and live to lead. Leaders need to have the right perspective and give constructive feedback, and they possess the right spirit, delegate responsibilities, set goals, and create an enjoyable work atmosphere (Kouzes & Posner, 2010). Good leaders are the ones who live the journey of work and growth along with their team members and never leave them behind, they are always there providing motivation and support. What matters for effective leaders is growth of each and every team member (Kouzes & Posner, 2010). Good leaders are good administrators and they are instructional leaders who provide students with the motivation to succeed and faculty and staff with a sense of mission and guidance (Spiro, 2013). Leaders can foster better

instruction through encouraging collaboration among the members and learn from one another, organizational skills besides leadership skills are what leaders need to ensure they are able to achieve any task efficiently (Spiro, 2013).

Inquiry and resourcefulness skills. Contemporary leaders must understand the interrelatedness of organizations and systems and their complexities, recognize the difficulty of a sense of ethics and acting with integrity in ambiguous circumstances (Johnson, 2011). Success in knowledge must be learned through study and cannot be gained through repetition or practice, and people follow leaders who know what they are doing (Rosch & Anthony, 2012). Katz (1955) described three skills that effective leadership needs to have: (1) interpersonal skill of building and making relationships and perspective taking, (2) conceptual skills of shaping strategic plan and policy, and (3) technical skill of hands-on ability at specialized tasks. Successful education organization needs to have strong leaders to achieve excellence, as they motivate, supervise, inspire, coordinate, and support instructors (Grant, 2004), and are good at prioritizing their tasks (Spiro, 2013).

Facilitator, consultant, trainer skills. To improve learning, leaders must engage in building a collaborative culture through networking and consulting with others, structuring the institute to facilitate work, delegating leadership opportunities, connecting school into wider environment, monitoring student and courses progress, allocating resources, and managing conflict (Newton, 2013). Leaders' role is a facilitative one, and they acknowledge the learning they gain from their teachers, students, community members, and administrators (Wallin & Newton, 2013). Leaders should facilitate the change in school and classroom practice (Thoonen, Sleegers, Oort, Peetsma, & Geijsel,

2011). Faculty development and training are mandatory with academia across all educational levels including adult teaching, because educational organizations through faculty development design their quality assurance mechanisms to emphasize quality in education (Zaki, Rashidi, & Kazmi, 2013). Contemporary academic institutes align their teaching and learning to produce graduates who exhibit higher order critical thinking skills and remain lifelong learners (Zaki, Rashidi, & Kazmi, 2013). The professional development of teachers should not be merely equipping them with improved instructional methods it should rather be more to deal with fundamental changes in their concept of teaching and teaching excellence (Zaki, Rashidi, & Kazmi, 2013).

Employment skills. One of the most important responsibilities of effective leaders is managing personnel, supporting, hiring staff, maintaining positive learning and working environment, and allocating resources and budgets (Hornig & Loeb, 2010). Effective leaders hire, retain, and support quality teachers while developing or even removing less effective one, strategic leaders should not have one-size-fit all approach (Hornig & Loeb, 2010). Shared goals development occurred through staff discussions initiation, open to new ideas, effective hiring processes, and tailoring professional development (Wallin & Newton, 2013). Leaders are required to deal with current issues and lead school towards excellent performance and that require appropriate knowledge competency, interpersonal relation, communication skills, and leadership wisdom (Ahmad, Salleh, Awang, & Mohamad, 2013).

Conclusions and implication for Professional Practice

LTD teaching teams need to be academically prepared for a greater level of autonomy in order to accomplish their respective missions. Some participants

recommended to have an ideal list of courses and skills that LTD's individuals should have, and Dean should do inventory on regular basis. Faculty should be given more authority to make decisions when it comes to teaching and helping other programs, SDs and Dean should support and reward them and not try to show that they own the final decisions. Dean and SDs positions are to support and help their teaching teams to improve and do their best to lead their students to success.

Despite of Sakai (Blackboard) accessibility by all DLI faculty and staff to share and exchange their work, some faculty still cannot reach other courses on it for several different issues. Both Dean and SDs need to make sure all faculty have access to Sakai and know how to reach its other materials. Therefore, some checking, follow up, and maybe workshop are needed to solve this challenge. At the meantime, some participants recommended to have something like "Shared Drive" for all LTDs to share and exchange their work similar to that at Basic and Continuing Education programs. Besides using DCO (Defense Connect Online) for LTDs to access and participate in training and workshop, some participants recommended using more means such as "SKYPE" or "ADOBE CONNECT", and make sure all faulty can access and know how to use them.

Budget cut and funding should not be an excuse to isolate LTD members, especially teaching team members because they are on the front line and they are the ones who are dealing directly with the students. Most LTD members are Digital immigrants and not Digital Natives, thus, they need face-to-face in order to interact and communicate effectively. Sharing ideas and exchanging experience and work can be fruitful in direct social events. Some participants recommended to have a meeting at least once a year for all LTD members something like they used to have before "Return to Mothership". Some

participants recommended to follow the SBC skill of management by allocating training budget.

Each LTD is very unique due to the type of program, instructors who teach the program (DLI or contract), environment, goals and mission. The DLI Academic Support Center has mostly one-size-fits-all training. The training for academic development should be customized to fit each LTD requirements and needs. The LTDs can have their own “Academic Development Team” comprised from a faculty member of each LTD to help and support all LTDs.

Some participants recommended that Dean should understand that LTD teaching team should not be expected to be on par with other programs in Monterey in terms of yearly platform and teaching hours. At the same time, Dean and SDs should make sure to open channels for all LTDs and even DLI members to communicate, interact, and share materials, experience, ideas, etc. Motivational events are great ways to learn from one another no matter if the events are within the team or among different teams or LTDs. Therefore, some participants recommended to have a “Policy” on motivational events to be conducted, for example, a day per quarter in a safe and positive environment.

DLI has so many great programs and highly qualified experienced teachers that cannot be matched in any other academic organization of teaching foreign languages. LTDs can create something like “Marketing Consultant Center” to help in providing ideas, suggestions, and support needed to market for each LTD program.

One of the participants stated about SDs and Dean “... must be a life-long learner and constantly strive to better understand all aspects of the LTD host, DLI methods and

policy, and areas of expertise of each one of the employees working under their supervision.” Another participants revealed that:

To be successful in the LTD regardless of the position you hold either instructor, SD, Regional Director, or Dean you have to be comfortable with the idea that you do the work you can where you are with what you have.

Some participants recommended a blend of Greenleaf’s servant leaders’ and super leader (one to work for developing several self-leaders) prepares a team of self-leaders, one should be a self-leader first, a means of achieving the objectives or goals of learning (Luqman, Farhan, Shahzad, & Shaheen, 2012). To conclude, and as each LTD is very unique, one of the most important skills that both SDs and Dean at Field Support need to have is listening; specifically listening to Faculty, Local Host, and other people whom they deal with that LTD before making any decision.

Summary

Based on the participants’ perspectives and available studies, Site Directors at the Language training Detachments need to have four skills: diplomatic; diagnosis and planning; teacher leader; and servant leadership skills. Dean needs to have the following skills: global awareness; inquiry and resourcefulness; facilitator, consultant, and trainer; and employment skills. Participants recommended some solutions to overcome some of the LTD challenges and obstacles such as establishing a “Shared Drive” and other technology means for LTD to access and use, designing an ideal list of courses and skills that LTD’s individuals should have, bring back “Return to Mothership”, create a “Policy” for motivational events, and create “Marketing consultant Center” for LTDS.

Recommendations for Further Research

It would be beneficial to repeat this study through using other research method such as mixed method (both qualitative and quantitative approaches). The data collection in this study employed interview technique. To make sure covering all LTD challenges, a survey can be developed to identify the LTDs' challenges and their severity and then conduct interviews to ponder SD and Dean Skills to overcome each challenge. Below are some more recommendations for further study:

- 1- This study can be deployed for a specific program or environment such as Interpretation & Translation course, or any LTD with no DLI instructors (rely on contract instructors), or leadership skills of SD with DLI instructors versus one with contract instructors.
- 2- The participants of this study can be leaders only such as non DLI leaders who deal with SD directly such as program stakeholder and contract instructor coordinators.
- 3- This study can use just LTDs Faculty's perspectives and look for effective leadership skills for SD position.
- 4- This study can be used to compare effective SD skills from Faculty's perspectives vs. SDs' perspectives.

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APPENDICES

APPENDIX A

Permission Letters

APPENDIX A

Permission and Participants Request Letters

Dean's Permission Request

Greetings Dr. Campbell,

I am writing to you to request permission to conduct my research on leadership skills perceived by CE Senior Leaders, and CE FS Site Directors and faculty. I am currently enrolled in a doctorate program at Argosy University – Online and am working on my doctoral dissertation. The study is entitled " **THE LEADERSHIP SKILLS OF EFFECTIVE DEAN AND SITE DIRECTORS IN THE SCHOOL OF FIELD SUPPORT AT THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)**".

Qualitative (interview) approach will be used in this study. Volunteered participants will be given consent forms to sign and return to the primary researcher (copy included).

If the approval is granted, participants will answer the questions and email them back using the same email that they received the questions. The interview will take approximately 15 minutes. The participants will incur no costs in answering the interview questions.

Your approval will be greatly appreciated, and I will follow up with you via emails or phone calls at your convenient time. Please find below my contact information for future contact.

Very Respectfully,

Minal Alshakarji

Letter to the participants

First Email: Requesting participation.

Dear Colleagues,

I am writing to you requesting your participation in my study that will include an interview (copy of interview questions is attached). The interview will take approximately 15 minutes, and will be recorded. The interview is about what leadership skills perceived by you for FS Dean and Site Director Position to be effective leader. My interview is part of my doctorate degree dissertation at Argosy University Online. The study title is **"THE LEADERSHIP SKILLS OF EFFECTIVE DEAN AND SITE DIRECTORS IN THE SCHOOL OF FIELD SUPPORT AT THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER (DLIFLC)"**.

The purpose of this study is to describe what leadership skills are perceived by Continuing Education (CE) Field Support Senior Leaders, CE Field Support (FS) Site Directors (SD), and CE FS faculty. Senior Leaders refer to Dean, Associate Dean, and Regional Directors. I would be grateful if you take the time to look at the interview questions. The interview is about your perception of effective leadership skills based on the unique environment of your LTD. I have mentioned some of the situations that I have experienced from my LTD and other ones that I worked with and heard about, and please feel free to add your own. Attached is the interview questions. The interview will be conducted by phone.

The Associate Provost, Directorate of Continuing Education, encourages your participation in this study. Your completion of the interview by the deadline (Sunday November 30) will be appreciated. I am planning to interview 15 FS personnel to achieve my research method goal.

My goal is to finish these interviews within 10 days from now (By SUNDAY NOV 30). Therefore, please let me know when will be the best time for you to conduct the interview (date and time). After the interview, you will receive from me the outcome of your input from the interview, and you can email me back if you want me to change or add anything you want before I do my final conclusion based on my literature review's studies and research. Please let me know, if you have any question or concern. I will send you a consent form that you need to sign and email it back to me before the interview.

I greatly appreciate your support and contribution.

Very Respectfully,
Minal Alshakarji

Second Email: Explaining the interview process.

Dear Colleagues,

Attached please find two documents;

- 1- **The Consent form**- please read, answer the questions in the second page, sign, and email it back to me.
- 2- **The interview questions**- I will start with some personal information and then will seek your perspective about some LTD challenges such as;
 - missing some training events
 - dealing with leaders of other stakeholders
 - work with limited resources
 - no or not enough prepared teaching materials
 - missing some special motivational events

I encourage you to add your own LTD's challenges that I missed to address above.

For each challenge, I will need to learn from you what;

- 1- **Dean** and
- 2- **Site Director**, need to do to overcome these obstacles, on their respective level of leadership.

(As a reminder; you have the right to not answer any question that you are not comfortable with).

Please I need the consent form back before holding the interview then I will need to know, what date and time best for you to take the interview.

I appreciate your time and support.

Best Regards,

Minal Alshakarji

Third Email: Requesting Females participation.

Dear Colleagues,

I am working on my Doctoral Degree in Educational Leadership and my dissertation is about "Effective Leadership skills" for "Side Director" and "Dean" to overcome LTDs' challenges.

The method used to collect the data is an interview through "Recorded Phone Call". I have already finished 9 interviews all "Male" and still need 6 more "Female" to ensure the diversity in my study. I have just this week to finish this assignment. If you have time please email me back with a good time to conduct the interview. Attached are the Consent Form to sign and the Interview Questions. Sasha, I have already your Consent Form I just need a good time for the interview, thanks.

Very Respectfully,

Minal Alshakarji

APPENDIX B**Consent Form**

APPENDIX B

Participants Consent Form

This study is being done by Minal AlShakarji who is a doctoral student in the Educational Leadership department at Argosy University-Online working on a dissertation. This study is a requirement to fulfill the researcher's degree and will not be used for decision-making by any organization.

The title of this study is " THE LEADERSHIP SKILLS OF EFFECTIVE DEAN AND SITE DIRECTORS IN THE SCHOOL OF FIELD SUPPORT AT THE DEFENSE LANGUAGE INSTITUTE FOREIGN LANGAUGE CENTER (DLIFLC)".

The purpose of this study is to describe what leadership skills are perceived by Continuing Education (CE) Senior Leaders, CE Field Support (FS) Site Directors (SDs), and CE FS Faculty.

I was asked to be in this study because I am either a CE FS Senior Leader, or CE FS Site Director, or Faculty.

A total of 15 people have been asked to participate in this study.

If I agree to be in this study, I will be asked to answer the Interview Questions.

This study will take approximately 12 months.

The risks associated with this study are none.

The benefits of participation are (1) to inform the Command Group's current initiative to grow future leaders at DLIFLC, (2) to help Faculty Development Division at the DLIFLC to design training and workshops for future leaders.

I will receive the interview questions ahead of time before the interview that will be conducted through recorded phone call. I will receive the transcript of the interview to prove before final data analysis.

The information I provide will be treated confidentially, which means that nobody except Minal Alshakarji will be able to tell who I am.

The records of this study will be kept private. No words linking me to the study will be included in any sort of report that might be published.

The records will be stored securely and only Minal Alshakarji will have access to the records.

I have the right to get a summary of the results of this study if I would like to have them.

I can get the summary via e-mail (hait7@aol.com).

I understand that my participation is strictly voluntary. If I do not participate, it will not harm my relationship with DLIFLC or Minal Alshakarji. If I decide to participate, I can

refuse to answer any of the questions that may make me uncomfortable. I can quit at any time without my relations with the institute being affected.

I can contact Minal Alshakarji with any questions about this study through her personal email: hait7@aol.com or cell: 520-249-1952 or office: 520-533-2372

I understand that this study has been reviewed and Certified by the Institutional Review Board, Argosy University – *online*. For problems or questions regarding participants' rights, I can contact the Institutional Review Board Chair, Dr. Nancy R. Hoover, at nhoover@argosy.edu, and Dr. Earl Williams, dissertation chair at eawilliams@argosy.edu

I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I have been given a copy of this consent form. By signing this document, I consent to participate in the study.

Title of Participant: Please select one that applies to you.

Dean Associate Dean Regional Director Site Director
Faculty/staff

Name of Participant (printed) _____

Signature: _____ Date: _____

Signature of Principal Investigator: _____

Date: _____

Minal Alshakarji

APPENDIX C**Letter to DLIFLC Which Have Requested Argosy Certification First**

APPENDIX C

Letter to DLIFLC Which Have Requested Argosy Certification First

Dr. Jeffrey Crowson. IBR Chair
Defense Language Institute
Monterey, CA

Dear Dr. Crowson:

Minal Alshakarji is a graduate student at Argosy University/Online working on her dissertation under the supervision of Dr. Earl Wailliams, her faculty research supervisor.

A requirement to proceed with her studies is her dissertation committee's approval of her proposal, which is predicated on her ability to conduct her research. In addition, one factor of that ability to conduct research is the approval of the institution where the research will be conducted. Our IRB would not presume that the study meets that standards of the supervising institution and, therefore, has required that students secure local institutional approval first as part of our review.

Thank you for your consideration.

Sincerely,

APPENDIX D

Research Interview Questions

APPENDIX D

Research Interview Questions

The Leadership Skills of the Effective Continuing Education (CE) Field Support (FS) Dean and Site Director at DLIFLC

Part I: Gender:____, English First Language:____, Military Background:_____.

For questions 1, 2, and 3, please highlight what applies to you.

1- What is your title?

Instructor

Site Director

Regional Director

Associate Dean

Dean

Other (Please specify):

2- What is your age range?

- Under 25
- 25-35
- 36-45
- 46-55
- Over 55

3- What is the highest degree you have received?

- Associate Degree
- Bachelor
- Master
- Doctorate
- Other

4- Below, please type the numbers of years you have been employed by DLIFLC:

____ Years.

Part II

FS LTDs have a very unique environment that is different from other programs at CE or the Presidio of Monterey. Based on your experience, what leadership skills do you perceive are needed by the effective a) Dean and b) Site Director at your FS Language Training Detachment (LTD)? Please provide detailed information for each position.

5- Although the Instructor Certification Course (ICC) is required of all DLIFLC faculty, the faculty at the FS LTDs often miss training events such as workshops that are provided to their counterparts at other DLIFLC programs at CE and POM on topics such as teaching methods and techniques, technology, etc. What leadership skills do you perceive the Dean

and Site Director should have to overcome this challenge and fully benefit from DLIFLC resources available such as training events either recorded and stored on DCO or conducted by Foreign Language Education experts and teachers from other LTDs through the new Visiting Educator and Visiting Teacher Programs in CE?	
Dean:	Site Director:
6- Leaders at the FS LTDs have to deal with leaders of other stakeholders such as the Chief, LTD Host or Contract Instructor Coordinator, LTD Host. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge?	
Dean:	Site Director:
7- As CE continues to work with the Deputy Chief of Staff for Information Technology to ensure that FS LTD faculty and students are issued iPads, faculty at LTDs sometimes have to work with limited resources at their offices and classes such as little or no classroom computer access, little or no Internet access (military/commercial), no tablets or computers for students, etc. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge and ensure that such limitations do not continue?	
Dean:	Site Director:
8- FS LTDs teach a variety of courses at different levels: Orientation; acquisition; enhancement; sustainment. Teachers sometimes have no prepared teaching materials or enough materials to teach. What leadership skills do you perceive the Dean and Site Director should have to overcome these challenges and ensure the application of the Provost directive that teachers prepare materials on a daily basis?	
Dean:	Site Director:
9- The FS LTDs miss special motivational events that students enjoy at CE and POM such as Language Day, picnics, etc. What leadership skills do you perceive the Dean and Site Director should have to overcome this challenge?	
Dean:	Director:
10- Please mention any challenges and/or obstacles you see at your FS LTD and suggest leadership skills needed by a) Dean and b) Site Director to handle them effectively.	
Dean:	Director:

Thank you for participating in this study, your input is critical to its success. The “Follow up Questions” were to elaborate more or provide examples.